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THE UNIVERSITY OF ALBERTA

THE ASSIGNMENT AND MISASSIGNMENT OF SECONDARY
SCHOOL TEACHERS IN ALBERTA

by



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A THESIS

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ABSTRACT

The purpose of this study was to determine whether there is congruity between teacher qualifications, their subject matter field assignments, and subject matter preferences in the junior and senior high schools of Alberta. The study also attempted to identify several correlates of teacher misassignment from among the following variables: administrative unit, selected personal and professional characteristics of teachers, and selected situational characteristics.

The data for this study were taken from the questionnaires completed by Alberta teachers in May, 1969, as part of a follow-up study undertaken by the Alberta Advisory Committee on Educational Studies. The sample consisted of 6179 junior and senior high school teachers who were employed for ten or more hours a week in a classroom. Two measures of misassignment were obtained: namely, specialization-assignment and preference-assignment. The levels of incongruity between assignment and specialization and between assignment and preference were expressed as degrees of misassignment. A third measure of misassignment, a combination of the first two, was developed to indicate the respondent's combined degree of assignment-misassignment.

The study revealed a distinct division between city teachers and non-city teachers on the variables examined. This latter group contained teachers from school divisions

and counties, and from independent districts. In general, city teachers had more years of formal education and held more degrees than non-city teachers. They also taught fewer different courses per week than non-city teachers.

The data analysis revealed that the incidence of misassignment was greater among non-city teachers than among city teachers. No significant difference in misassignment scores was found between the two types of non-city units. The typical Alberta secondary teacher was assigned to his major area of specialization entirely, to his major and minor areas of specialization, or entirely to his minor area of specialization. The level of misassignment appeared to be highest in the subject area of English, while the vocational subjects had the lowest incidence of misassignment. The two subject areas were significantly separated from science, mathematics, French and social studies which clustered in a group between the two extremities of levels of teacher assignment-misassignment.

The data further indicated that the level of misassignment decreased as the level of academic and professional preparation of teachers increased. There was also a lower incidence of misassignment among senior high than among junior high teachers, among teachers in large rather than small schools, among teachers who taught few rather than many different courses, and among teachers who spent much rather than little time teaching in their major field of assignment.

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Chapter 1

INTRODUCTION

I. BACKGROUND OF THE STUDY

The educational system of Alberta is in a process of rapid change. New and challenging problems in school administration have resulted from increased enrolments, larger school plants and demands for more diversified and extensive educational programs. These demands and resulting educational cost increases have caused emphasis to be placed on efficiency in school operations and on quality of education to be provided.

The competence of the teachers is of prime importance and is associated directly with educational quality, that complex quality which is composed of many factors. Some of these factors are tangible and can be measured objectively: teaching experience, formal training, educational background in a specific subject area, and subject preference. Other factors, obviously of great importance, are intangible and can be measured only subjectively: attitude, interest, industry and personality.

This study of the assignment and misassignment of junior and senior high school teachers in Alberta was limited to a consideration of those characteristics which could be

measured with some degree of objectivity: competence as measured by the amount of academic preparation and the expressed personal interest for the particular teacher's field of assignment.

The data for this study were taken from, and hence were limited by the questionnaire completed by Alberta teachers in May, 1969, as part of a follow-up of a study undertaken for the Alberta Royal Commission on Education eleven years earlier. Some of the data for the 1969 study have been analyzed and published by the Alberta Advisory Committee on Educational Studies (Ratsoy, 13). The results obtained in the "Assignment and Misassignment" study serve to supplement the findings of that study.

II. THE PROBLEM

Statement of the Problem

The purpose of this study was to determine the degree of congruity between teacher qualifications, their subject-matter field assignments and subject-matter preferences in junior and senior high schools of Alberta. The study also attempted to identify several correlates of teacher misassignment.

Sub-problems

1. What is the degree of congruity between the assignment of junior and senior high school teachers in Alberta and their areas of specialization?

2. What is the degree of congruity between the

assignments of junior and senior high school teachers in Alberta and their areas of preference?

3. To what extent are junior and senior high school teachers in the province of Alberta assigned to teach in subject-matter areas for which their training and preference indicate competence?

4. What is the relationship between level of assignment-misassignment, and subject area of assignment, teacher personal and professional characteristics, and situational variables?

III. THE NEED FOR THE STUDY

With the current emphasis stressing efficiency in school operation and quality in education, school administrators are faced with the task of hiring well qualified teachers and assigning them in such a way that their strengths are utilized to the maximum advantage of students in the schools. The report of the Alberta Royal Commission on Education states that "The most important factors in the success or failure of education are the quality and the supply of teachers" (Lindstedt, 37:76). The importance of teacher qualifications was also cited by Dr. S.C.T. Clarke, then executive secretary of the Alberta Teachers' Association, when he stated: "Teacher qualifications are generally recognized as an objective measure of potentiality for superior performance" (Clarke, 54:27). Proper task assignment then, is the matching by the administrator of individual competencies

with positional demands.

In a report by the Special Committee on the Assignment of Teachers, the National Commission on Teacher Education and Professional Standards stated that one of the purposes was to determine if educators considered misassignment a problem which limited the quality of public school education. The educators surveyed agreed that misassignment limited the quality of public school education, and that misassignment was prevalent throughout the United States. In addition, fifty-nine percent of those who were misassigned indicated a lack of subject-matter competence appropriate to the grade level and/or subject taught. The respondents also indicated that in twenty-five percent of the cases, there appeared a lack of expertise in the teaching methods that were appropriate to the grade level and/or subject matter taught (NCTEPS, 61:12).

It is probable that where misassignment is prevalent, the quality of instruction will be adversely affected. It is also probable that teacher claims for professional status are undermined if anyone can be assigned to teach almost anything.

Administration has been defined in terms of three processes--supervision, leadership, and business management. Most school administrators would consider the assignment of teachers an administrative function, one which if performed inefficiently, could affect not only the immediate success, but the entire career of the teacher. Of importance is the

academic output of the students which can also be affected significantly.

Any study which can define the magnitude of the misassignment problem and identify the areas in which misassignment occurs, should assist the administrator in performing more effectively the supervisory functions of teacher assignment and reassignment.

IV. DELIMITATIONS

1. The study was confined to public and separate school teachers who taught over ten hours a week in the secondary schools of Alberta, that is, who spent ten or more hours per week in classroom instruction in one or more of grades VII to XII, inclusive
2. Personnel who failed to complete items 10, 18, 21, 23, 26, and 29 of the questionnaire were excluded from the study. These items, in order, described administrative unit, major field of specialization, minor field of specialization, major area of assignment, minor area of assignment, and area of teaching preference.

V. LIMITATIONS

1. Individual checks were not carried out to verify if all of the teachers had completed the number of university courses indicated in their major and minor specialization and preference areas.

2. Since the questionnaire was a forced-choice instrument it may not have covered all of the possible responses which teachers might have given in answer to the questions.

VI. DEFINITIONS OF TERMS

Certain terms are used repeatedly throughout this study. The definitions of these terms as they are used in this study are given below:

Administrative unit. The concept, administrative unit, refers to the type of school unit in which the responding teacher is employed. In this study three types of administrative units were used for purposes of classification, namely: School Division or County, City Districts, and Independent Districts.

A secondary school teacher. In this study a secondary school teacher was defined as one who is employed in a secondary classroom, grades VII to XII inclusive, for ten or more hours per week.

The major area of specialization. In this study, teacher area of specialization refers to that area indicated in answer to item number 18 of the questionnaire which identifies the subject-matter field for which the respondent considers himself most adequately prepared.

The area of preference. This is the area indicated

by the respondent in answer to item number 29 of the questionnaire, and is the subject-matter field in which he prefers to teach.

The major area of assignment. The concept, major area of assignment, refers to that area indicated by the respondent in answer to item number 23 of the questionnaire. This is the subject-matter field which the teacher claims occupies the majority of his teaching time.

The minor area of assignment. This is the area indicated by the respondent in answer to item number 26 of the questionnaire, which identifies the teacher's second field of concentration during the year.

Misassignment. For the purpose of this study, two scales were developed to evaluate the degree of misassignment. One scale compares the field of teacher specialization with the field of assignment; the other scale compares the field of teacher preference with field of assignment. In the analysis, these two measures were used independently and were also combined to yield a total assignment-misassignment score.

VII. OVERVIEW OF THE THESIS

This thesis is presented in five chapters. Chapter 1 provides background information for the study as well as the statement of the problem and sub-problems.

A review of the literature and research on teacher misassignment is given in Chapter 2. The design of the

study is outlined in Chapter 3. This chapter has five subdivisions. The first and second of these deal with descriptions of the questionnaire and the sample. In the third section the three measures of teacher misassignment used in the study are described. Reliability and validity tests for the three misassignment scales are presented.

The fourth section is a description of the statistics used in the treatment of the data, and the fifth section is the summary of the chapter.

Chapter 4 is the data analysis chapter. The main part of this chapter is the report of findings on the relationship between assignment-misassignment and personal and situational characteristics of teachers. Also included is a report on differences in the degree of misassignment found among the different administrative units and subject areas.

This thesis concludes with a restatement of the problem, a summary of the findings, implications, and suggestions for further research, all of which are found in Chapter 5.

VIII. SUMMARY

This chapter introduced the study. The problem and the sub-problems were enunciated, and the significance of the study for the field of educational administration was discussed. The limitations and delimitations of the study were described, and definitions of terms used in the study were presented. The chapter concluded with a presentation of an overview of the thesis.

Chapter 2

A REVIEW OF THE LITERATURE ON TEACHER MISASSIGNMENT

I. INTRODUCTION

A number of studies which have examined aspects of recruitment, selection, and assignment of teachers are found in the literature. The reports of researchers give evidence of a lack of consensus on the effects resulting from teacher misassignment. Nevertheless, there appears to be an indication that misassignment of teachers bears some relationship to measurable student output, that is, to pupil achievement.

In viewing the proper assignment of personnel, the main consideration has been the matching of assignment to the particular qualifications of the teacher. Another variable which is given some prominence in the research on assignment-misassignment is the teaching preference of the teacher. These three variables, the field of assignment, the academic qualifications of the teacher and, in some studies, the teaching preference of the teacher are the commonly used variables in assessing the degree of assignment-misassignment.

Each year, administrators face the task of assigning teachers to teach courses offered in their schools. Not infrequently, teachers are assigned to teach courses for

which they lack formal preparation. Just as knowledge of content offers no guarantee that a person will be able to teach this content, knowledge and skill in methodology and technique without knowledge of content does not ensure teaching success. Teachers possessing one without the other probably do not have the same potential for successful teaching as do teachers who possess both.

II. DEFINING MISASSIGNMENT

The National Education Association defines proper assignment as:

. . . one in which the teacher's education in subject matter and methodology, his experience, and his physical and psychological condition are appropriate for maximum effectiveness in his teaching situation: misassignment constitutes any violation of the conditions of proper assignment (Davies, 25:10).

The NEA definition differs somewhat from other definitions which typically include the proper matching of teacher assignment with teacher specialization and preference. If teacher assignment-misassignment is as complex as the NEA proposes, it becomes obvious that there can exist varying degrees of teacher misassignment.

III. THE WIDESPREAD PROBLEM OF MISASSIGNMENT

There is a clear indication in research studies done in the United Kingdom, United States, and Canada that teacher misassignment has been a problem in all three countries. Anatonia Trauttmansdorff carried out an extensive study in Britain on the 1965-66 teaching force to provide statistical

information concerning their qualifications, training and range of subjects taught. He reported that:

Religious instruction apart, mathematics and English stand out as the subjects which are most widely taught in secondary schools by teachers who have not themselves studied them as a main subject either in degree courses or at teacher training colleges. . . . The proportion of graduates was highest (59 percent of whom 44 percent are trained and 15 percent untrained) in the languages and literature group subjects. Next came the science subjects (including mathematics) with a graduate proportion of 47 percent (Trauttmansdorff, 46:1085).

In the United States of America, the National Commission on Teacher Education and Professional Standards, claiming that the proper assignment of teachers serves as a significant link in the chain of action needed to improve the quality of education, appointed a Special Committee on the Assignment of Teachers in the fall of 1963. Using a series of questionnaire and discussion surveys taken among the sample of U.S. educators, the committee compiled the following generalizations:

1. The educators agreed that misassignment limited the quality of education, and that the practice is prevalent throughout the United States.
2. Of twelve factors which, according to the respondents, limited the quality of education, misassignment ranked fifth in importance.
3. In the types of misassignment reported, subject matter competence appropriate to the grade level and/or subject taught accounted for fifty-nine percent of the cases, and teaching methods appropriate to the grade level and/or subject taught accounted for an additional twenty-five percent of the cases. These two types of misassignment accounted for a total of eighty-four percent of all the types.
4. Misassignment occurs in almost every type of geographical and educational setting. It is, however, more common in rural schools than in

urban or suburban schools.

5. Misassignment often occurs through inadequate evaluation of a candidate's credentials by an administrator.
6. The junior and senior high school subjects in which teachers are misassigned most frequently are mathematics, the sciences, foreign languages, English, and social studies (NCTEPS, 61:6-15).

In relation to the fourth generalization, the NCTEPS offers their opinions as to why this condition occurs more frequently in the rural communities.

In rural communities misassignments occur most frequently because geographical and cultural isolation, as well as low salaries, tend to create a teacher shortage in both elementary and secondary schools. This situation is further complicated by the fact that rural school districts often attempt to offer broad educational programs at the secondary level; very frequently they do not have the funds available to hire adequately qualified staff for each subject offered (NCTEPS, 61:15).

In a study by Romine, data indicated that misassignment occurred most often in smaller schools and amongst inexperienced teachers. There was an indication that beginning teachers were very often misassigned as they did not strongly object to being assigned outside their main fields of specialization. Romine states that these smaller schools have a greater turnover of teachers, which could be caused by dissatisfaction with working conditions, among other things. He suggests that many of the problems could have been overcome by reassignment of the misassigned teachers in the same school (Romine, 42:59). Similar findings were also reported by Ackerman (Ackerman, 19:237), and Gordon (Gordon, 33:381), in their reviews of related research studies. Edwards, in a study of teacher morale, mental

health, and teaching conditions, lists a number of factors that appear to limit the satisfaction of teachers: among them is listed the presence of unqualified teachers in the classrooms (Edwards, 30:20).

IV. SOME EFFECTS OF MISASSIGNMENT

A number of studies have been undertaken in order to investigate the effect of teacher misassignment on pupil output. Several of these report a significant relationship between the two. In a study, Betts found that "children learn more under the tutelage of a trained, experienced and reputedly superior teacher, than would be the case if they were taught by a novice" (Ackerman, 19:277). Roskler reported that the teacher's knowledge of his subject matter and his ability to "diagnose and correct pupil mental maladjustment" are each significantly related to teaching ability (Ackerman, 19:276). These studies suggest a positive relationship between teacher qualifications and pupil performance in class. Not all of the research reported this positive relationship. Indeed, at least one study reports a negative relationship between teacher qualifications and student achievement. Davis reported that students of teachers who had not had specialized training in the subjects which they taught scored higher on subject matter achievement tests than did students of teachers who had received such training. A major exception was found in the results of the test in chemistry. "Here the pupils of qualified teachers (a college

major or minor in chemistry) far exceeded those of unqualified teachers" (Ackerman, 19:277). Similar findings of correlation between teacher qualifications and pupil performance in the sciences were reported by Hughes in a study using physics (Ackerman, 19:281). These results lead to the conclusion that perhaps in highly technical areas the level of training of the teacher in his subject area is a matter of great importance.

A possible reason for the unexpected finding of superior performance by students of less qualified teachers is that the teacher who does not have specialized training in the subject he teaches is learning as well as teaching. The similarity between his position and that of his pupils may engender a greater understanding of the difficulties involved in the assimilation of the material. On the other hand, the specialist may have set goals which are beyond the capacities of his pupils and may have thus succeeded in hindering their progress.

In a study by Clarke of the Alberta Teachers' Association, an attempt was made to try to account for the constant higher levels of achievement by students in one Alberta city over the students in another Alberta city on the grade nine Department of Education examinations. It was concluded that, "a combination of smaller classes and better qualified teachers produces better results on grade nine examinations" (Clarke, 55:71).

An earlier study by Sidney A. Lindstedt of the

University of Alberta resulted in similar findings. Linstedt measured the effect of teacher qualifications on pupil achievement in grade nine mathematics. His findings indicate that:

Although experience levels are similar, city school teachers have more training, more mathematics background, and more preferences for the math-science field; teachers with four or more years of training are more competent than teachers with less training, (the level of competence increased with corresponding increases in years of training); there was no significance between the number of mathematics courses taken in university and the level of achievement of the students. However, there was a significant relationship between teachers who gave mathematics as their preference and the achievement of the pupils (Lindstedt, 37:83).

An interesting factor that emerges from the research is that the preference of the teacher for the subject area is related to pupil achievement. From Lindstedt's study, it appears that the satisfaction of the teachers is influenced by teaching at the desired level and of the desired subject matter. Perhaps teachers' preferences as well as their preparation should determine the assignment of their teaching duties. Mitchell supports this thesis.

Initially, preparation should be accepted as the most important criterion of placement. With increased experience, preference should receive increasing recognition so that, for experienced teachers, preference, then preparation, determine task assignment (Mitchell, 60:39).

An apparent problem could arise in cases where Mitchell's thesis is implemented. When the teaching preference is not in the field of specialization, the assigned teacher may still have to meet the specifications for that position.

V. AREAS OF MISASSIGNMENT

Some of the research on misassignment identifies the subject areas of greatest misassignment. Studies carried out in the United States and Britain indicate that the areas of science, mathematics, and English are most commonly staffed by teachers lacking in sufficient subject matter expertise. The subject areas of greatest misassignment identified by four recent studies are as follows:

1. Brown and Obourn, U.S. study--Areas of science and mathematics (Brown, 24:101).
2. National Commission on Teacher Education and Professional Standards, U.S. study--Areas of science, English and foreign languages (NCTEPS, 61:15).
3. National Education Association, U.S. study--Areas of science, English, mathematics and social studies (N.E.A., 62:112).
4. Trauttmansdorff, English study--Areas of mathematics, English, and religion (Trauttmansdorff, 46:1085).

In these four studies which dealt essentially with secondary education, it appears that a degree of agreement exists on the generalizations reached. The absence of science as an area of high misassignment in the British study, and the inclusion of religion as an area of misassignment may have some significance. This latter variable, if included in the other three research studies, was not among the subject areas of high misassignment. In general, three of the studies identified science as an area of high misassignment; three identified mathematics; and three identified English. Social studies, foreign languages and religion are each

mentioned in only one study.

VI. TEACHER REQUIREMENTS FOR PROPER ASSIGNMENT

The final section of this review of literature attempts to find answers to the question, "What does a teacher require in order to be competent in a teaching assignment?" Identifying and defining the qualities or traits (abilities, attitudes, etc.,) which contribute to teacher competence are two of the perplexing problems confronting education today.

The school administrator frequently is called upon to judge teachers with respect to their teaching effectiveness; his judgement may have a significant bearing on the success or failure of a given teacher in his present or in a future teaching position. Yet there is little agreement regarding the definition of teaching effectiveness or ineffectiveness.

The main criteria for evaluating the competence of teachers found in the literature reviewed are: credentials, letters of recommendations, personal interviews, and reports of supervising teachers--in the case of new teachers.

The reports on course requirements for subject competence were, to say the least, varied. Areas experiencing a teacher shortage apparently accept levels for competence and certification much lower than those areas which have an abundance of qualified teachers.

In a research study carried out by the Newfoundland

Teachers' Association in 1960, it was reported that the existing 'rock-bottom' criterion for the qualified teacher was junior matriculation plus one year of teacher training. An application of even this low standard showed that 43.3 percent of the four thousand teachers in Newfoundland were listed as unqualified. Following this, a recommendation was made to the Department of Education to the effect that, "The minimum standards of admissions shall be raised by 1969 to university junior matriculation plus four years of academic and professional preparation" (N.T.A., 65:9). The condition, at present, is more than likely closer to the 1960 figure than to that recommended for 1969. In contrast to the above, in 1960, approximately eighty percent of the teachers in the U.S.A. had four years of college training above grade twelve. In Canada, approximately twenty-five percent of the teachers held college degrees (N.T.A., 65:9).

In view of the variations in minimum teacher academic requirements cited above, it is obvious that each area must set up its own bench marks of 'minimum' qualifications for certification; in cases where unqualified teachers are employed it would seem desirable to build an opportunity for the teacher to up-grade his qualifications to the minimum required for certification. This suggestion could be extended to cases where teachers find themselves lacking full qualifications in a given subject area. In general, the literature reveals wide variations in what is thought to be the minimum standards of qualification for differing subject matter

fields and grade levels.

In the 1963 WCOTP Theme Study Conference held in Rio de Janeiro, delegates from around the world made a recommendation that:

All teachers should have a period of professional training at a college of education. Ideally, the qualifications for every student seeking admission to a college of education should be those required for admission to a university. Thereafter the period of training should be not less than three years at a university or a college of education (WCOTP, 70:40).

A period of over thirty years of research has been undertaken by A.S. Barr to try to establish valid criteria for measuring teacher effectiveness. In a study carried out in 1929 to differentiate between "very good" teachers and "very poor" teachers, an evaluation of a sample of teachers was made by three independent educators. After evaluation of the sample as to years of training and years of experience, the following results were obtained:

The median amount of training for good teachers was four years; the median amount of training for poor teachers was two years. The median amount of experience for good teachers was 12.3 years; the median amount of experience for poor teachers was 3.7 years (Barr, 1:15-16).

The above, although subjective, indicates that training and experience appear to be related to teacher effectiveness. This assumption can be seen as the basis for the existing salary schedules which typically recognize both years of experience and years of academic preparation.

In another study undertaken by Charles F. Faber, the significance of the qualifications of teachers on the judged quality of a school district was reported.

There is a significant positive relationship between the judged quality of a school district and the qualifications of its teachers, measured both by the number with five or more years of college training and by the number of high-school assignments filled by instructors with 30 or more semester hours of preparation in the subject being taught (Faber, 31:471).

There is little agreement at present regarding the qualifications necessary for effective teaching. The guidelines set appear to be determined by the educational standards of a particular area. These guidelines ranged from one year of university education beyond junior matriculation to four years of university training. With these variations of minimum standards in existence it was suggested that opportunities be granted for upgrading qualifications of teachers while they are in service as well as prior to service in the schools. There was a positive correlation found between teacher qualifications and the judged quality of a school district.

VII. SUMMARY

The literature reviewed in this chapter sheds some light on the complex problem of teacher assignment-misassignment. At the very least, some tentative generalizations are suggested. Among these are the following:

The practice of teacher misassignment is a widespread problem which tends to limit the quality of education offered. It occurs in all localities but has a higher incidence in rural schools and is especially acute where the administration strives to offer a variety of courses while employing teachers who lack qualifications to instruct in these courses.

Although research reports on the effects of misassignment are somewhat conflicting, there seems to be a general agreement that misassignment is most common in the areas of mathematics, science and English. The misassignment of teachers, according to the research, appeared to have the most noticeable effect on the student output in the areas of the sciences and other highly technical subjects.

In all of the research reviewed no mention was made of the use of an instrument or scale to measure the degree of teacher misassignment. The method used in most cases appeared to be a subjective evaluation of academic credentials against the courses which the particular teacher was teaching.

A factor which emerged as being important in the recruitment, selection and placement of teachers was the particular teaching preferences of the teachers. These could include either the subject area or the grade level where the particular teacher preferred to be assigned. This factor was significantly related to the satisfaction and morale of the teachers which, research has shown, can have an effect on student achievement.

Practices such as team-teaching, the use of teacher aides, and the multiple-interview technique (where the prospective teacher is interviewed by two or more people) are helpful in eliminating the misassignment of beginning teachers. Finally, research stresses the establishment of sound practices of personnel recruitment, selection and placement by qualified administrators. In their capacity they should

periodically review the individual placement of experienced teachers and grant transfers where and when possible.

Chapter 3

DESIGN OF THE STUDY

I. THE QUESTIONNAIRE

The data for this study were taken from the returns obtained in a study directed by Ratsoy for the Alberta Advisory Committee on Educational Studies (Ratsoy, 13). The instrument was circulated in May, 1969 and was completed by 18,074 Alberta teachers. This represented returns from about 90 percent of teachers teaching in Alberta schools at the time when the instrument was being completed. The questionnaire was composed of fifty-nine items, which furnished data on personal characteristics, professional characteristics, experience and mobility, and instructional practices of Alberta teachers. All the items were of the multiple-choice type.²⁸ Despite this fact, it is possible that the length of the instrument affected some respondents in that they elected to omit items, especially those items that did not apply specifically to their situation. There were also cases where pages of the questionnaire became detached and misplaced and therefore could not be used. In some cases it was possible to reconstruct some of the items from other data on the instrument. The number of missing responses to individual questionnaire items is recorded in the tables in the summary

frequencies found in the Appendix. The number of blanks was small for most items and therefore probably did not significantly affect the findings.

The design of the instrument was such that the teachers were required to report factual information. Spot checks revealed this information to be reliable, with one exception. In item 4 of the questionnaire which read: "How many HOURS PER WEEK do you spend IN CLASSROOM TEACHING? (includes time spent counselling, supervising, etc.)." The checks revealed that approximately 11 percent of the teachers gave incorrect responses to this item by reporting figures which seemed too small.

In this study it was assumed that replies by the sample of junior and senior high school teachers in Alberta to all of the remaining items of the questionnaire were accurate and authentic.

II. DESCRIPTION OF THE SAMPLE

Introduction

The data for this study were obtained from Alberta junior and senior high school teachers who were employed for ten or more hours a week in a classroom of an Alberta public or separate school. The ten-hour per week threshold level was imposed to include in this study teachers who spent a significant amount of time in the classroom. Since the Alberta Teaching Force study included returns from temporary and substitute teachers, these teachers were also included

in the present analyses.

A total of 6,836 secondary teachers formed the sample for the present study. However, during the construction of the misassignment scales it was necessary to eliminate questionnaires which contained missing data. As a result, the final sample consisted of 6,179 teachers.

Item number 1 of Appendix A reveals that approximately 2.4 percent of the respondents were part-time, temporary, or substitute teachers; 80.4 percent were teachers who spent nearly all their time in the classroom, and the remaining 17.2 percent were personnel who, while assigned to other duties in the school, spent ten or more hours each week on teaching duties.

The sample was subdivided into three types of administrative units: school divisions and counties, city districts, and independent districts. Of all the teachers in the sample, 47.1 percent were in school divisions or counties and 5.8 percent were in independent districts. The remainder taught in Alberta cities.

By sex, the ratio was 60.7 percent males and 39.3 percent females; this distribution of a 1.5 to 1 ratio was similar throughout the administrative units, with the exception of the independent districts where the male teachers outnumbered the female teachers in a ratio of 2 to 1. (See Table 1).

In this study, no attempt was made to subdivide the sample by denomination. When analyses by marital status were undertaken, members of Roman Catholic religious orders

Table 1
Classification of Teachers by Sex and by Administrative Unit

		Male	Female	Totals
School Division and County	f %	1761 60.8	1136 39.2	2897 100.0
City Districts	f %	1749 60.3	1151 39.7	2900 100.0
Independent School Districts	f %	237 66.8	118 33.2	355 100.0
Totals	f %	3747 60.9	2405 39.1	6152 ¹ 100.0

¹Twenty-seven respondents did not complete either the item on sex or the item on type of administrative unit.

were assigned to the category "single." The sample contained 76.7 percent of the teachers who were married, widowed or divorced. The remaining 23.3 percent were single or members of religious orders.

In the following description of the secondary teaching force, it will be the writer's intention to give detailed information on particular items in the hope of providing insight into cases of misassignment which may come to light in the findings of this study.

Personal Characteristics

While 60 percent of the total elementary and secondary teaching force of Alberta consisted of females, among teachers in the secondary schools the proportion was 39.3 percent. Of the remaining 60.7 percent, who were males, approximately 80 percent were married. (See Table 2)

Table 3 shows that approximately half of the male teachers were between 26 and 35 years of age. One-third of the female teachers were under 25 and an equal proportion was over 45. Approximately forty percent of all teachers were between 26 and 35 years of age.

Professional Characteristics

Academic preparation. Secondary school teachers were better qualified than were teachers in the rest of the teaching force (Ratsoy, 13:Ch. 5). Table 4 shows that 51.4 percent of secondary teachers held a single bachelor's degree and 19.8 percent had obtained more than one bachelor's degree

Table 2
Classification of Teachers by Sex and by Marital Status

		Single	Married	Total
Male	f %	681 18.4	3026 81.6	3707 100.0 (60.7)
Female	f %	746 31.2	1651 68.8	2397 100.0 (39.3)
Total	f %	1427 23.4	4677 76.6	6104 ¹ 100.0

¹Seventy-five respondents did not complete either the item on sex or the item on marital status.

Table 3
Classification of Teachers by Age and by Sex

		Under 25 Years	26-35 Years	36-45 Years	Over 45 Years	Totals
Male	f %	577 15.9	1707 46.9	718 19.7	636 17.5	3638 100.0
Female	f %	702 29.9	563 23.9	384 16.3	702 29.9	2351 100.0
Total	f %	1279 21.3	2270 37.9	1102 18.5	1338 22.3	5989 ¹ 100.0

¹190 respondents did not complete either the item on age or the item on sex.

Table 4

Classification of Teachers by Sex and by the Number
of University Degrees

		No Degree	Bachelor Degree	Two or more Bachelor Degrees	Masters Degree	Doctorate Degree	Totals
Male	f	80.3	2006	601	284	8	3702
	%	21.7	54.2	16.2	7.7	0.2	100.0
Female	f	948	1108	217	87	3	2363
	%	40.1	46.9	9.2	3.7	0.1	100.0
Total	f	1751	3114	818	371	11	6065 ¹
	%	28.8	51.4	13.5	6.1	0.2	100.0

¹114 respondents did not complete either the item on sex or the item on number of university degrees.

and 28.8 percent had no degree qualification. In the total elementary and secondary teaching force, 36.6 percent had a single undergraduate degree, 14.5 percent had more than one bachelor's degree and 48.9 percent held no degree at all.

Eighty percent of the secondary teachers in city systems held degree qualifications, while in the non-city areas the proportion was 63 percent as shown in Table 5. In all three types of administrative units female teachers were found to be less qualified academically than their male counterparts. Fifty-two percent of the non-city female teachers were without degrees while the corresponding figure for males was 29 percent. In the cities, 27.5 percent of the female teachers were without degrees.

In summary, a higher number of degree-holding teachers in the total teaching force were found to be males teaching in city secondary schools. Similar results were obtained when teachers were classified by years of formal education. These data were verified when observations were made of the number of courses which teachers of the various administrative units had in their areas of assignment and specialization.

Figure 1 shows the relationship between the units in the number of undergraduate courses obtained in the major assigned field. A higher percentage of city teachers had five or more courses in their major assignment. It is possible that more city teachers than non-city teachers were assigned to their areas of specialization. Table 6 shows that 63.5 percent of the teachers in city schools had obtained five or

Table 5

Distribution of Teachers by Highest University Degree,
by Sex and by the type of Administrative Unit

		No Degree	Bachelor Degree	Two or more Bachelor Degrees	Masters Degree	Doctorate Degree	Totals
School Division and County	Male	f 469	939	191	136	2	1737
		% 27.1	54.0	11.0	7.8	0.1	100.0
	Female	f 576	430	67	39	1	1113
		% 51.8	38.6	6.0	3.5	0.1	100.0
City Districts	Male	f 265	952	376	133	4	1730
		% 15.3	55.1	21.7	7.7	0.2	100.0
	Female	f 313	634	144	44	2	1137
		% 27.5	55.8	12.7	3.9	0.1	100.0
Other Independent School Districts	Male	f 69	115	34	15	2	235
		% 29.4	48.9	14.5	6.4	0.8	100.0
	Female	f 59	44	6	4	0	113
		% 52.3	38.9	5.3	3.5	0.0	100.0

114 respondents did not complete one or more of the following: the item on sex, the item on number of university degrees, the item on type of administrative unit.

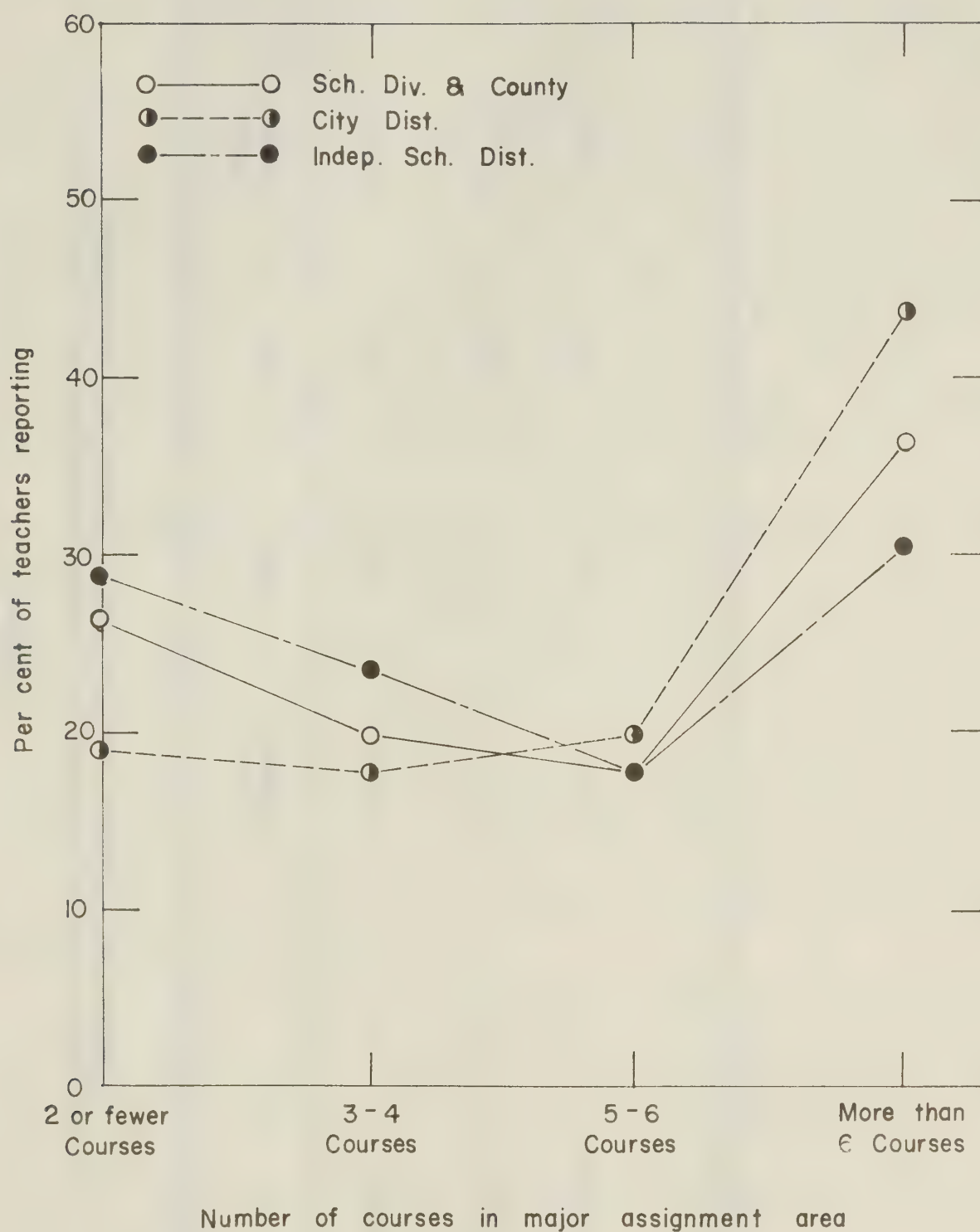


Figure 1

Classification of Teachers by Administrative Unit and by the
Number of Courses Obtained in the Major Assignment Field

Table 6

Classification of Teachers by Administrative Unit and by the
Number of Courses in the Major Field of Assignment

		2 or fewer	3-4	5-6	More than 6
School Division and County	%	26.3	19.8	17.8	36.2
City Districts	%	19.0	17.5	19.9	43.6
Independent School Districts	%	28.7	23.4	17.5	30.4

more courses in their major assignment fields; school divisions, and independent districts showed percentages of 53.9 and 47.9 respectively.

Of significance is the number of courses which the teachers held in their specialization fields. Table 7 and Figure 2 show that teachers with more undergraduate courses in their major specialization areas were teaching in the city schools. Seventy-eight percent of these teachers had five or more undergraduate courses in their areas of major specialization, whereas school divisions and counties, and independent districts showed 65.3 and 59 percent respectively.

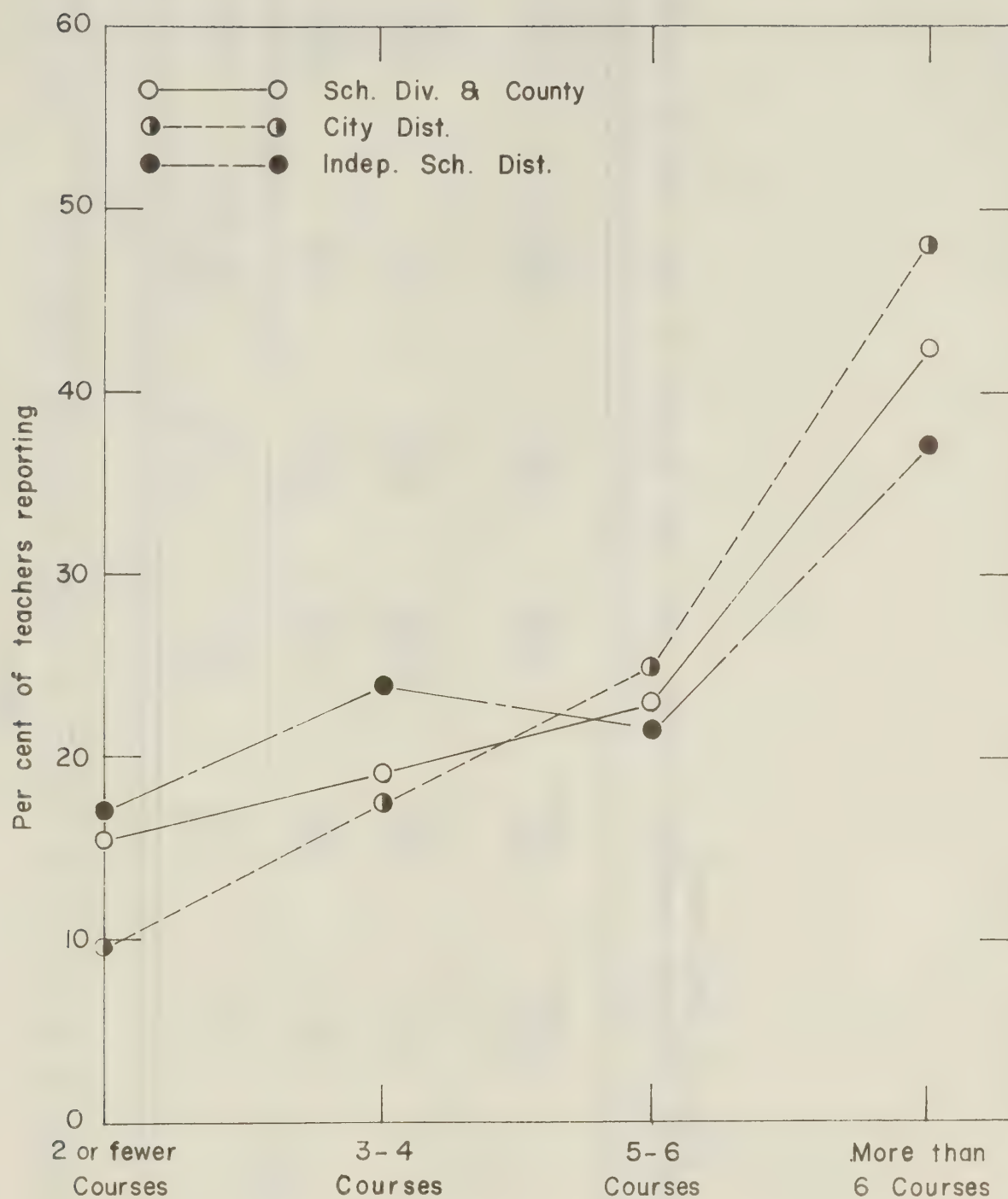
Teaching experience. Although as stated before, the junior and senior high school male teachers outnumbered the female teachers, Table 8 indicates that female teachers showed slightly higher individual percentages in every experience bracket except the 5-9 year bracket. The illustration in Figure 3 indicates that more male teachers were in the 5 to 9 year experience range than in any other range and more females were in the 3 to 4 year range.

Figure 4 shows teaching experience classified by administrative unit. The non-city districts had a smaller percentage of new teachers (1 to 4 years) than did the city districts and larger percentages of teachers with considerable experience (10 years and over.)

Table 7

Classification of Teachers by Administrative Unit and by Number
of Undergraduate Courses in the Major Field of Specialization

		2 or fewer	3-4	5-6	More than 6
School Division and County	%	15.6	19.1	23.1	42.2
City Districts	%	9.5	17.6	25.0	48.0
Independent School Districts	%	17.1	24.0	21.7	37.3



Number of undergraduate courses completed in major area of specialization

Figure 2

Classification of Teachers by Administrative Unit and by the Number of Undergraduate Courses Completed in the Major Area of Specialization

Table 8

Classification of Teachers by Length of Total Teaching Experience and by Sex

		1 yr.	2-4 yrs.	5-9 yrs.	10-19 yrs.	Over 19 yrs.	Total
Male	f %	385 10.3	940 25.3	1104 29.7	761 20.4	534 14.3	3724 100.0
Female	f %	237 11.4	626 26.3	490 20.6	539 22.6	454 19.1	2382 100.0
Totals	f %	658 10.8	1566 25.6	1594 26.1	1300 21.3	988 16.2	6106 ¹ 100.0

¹73 respondents did not complete either the item on sex or the item on length of total teaching experience.

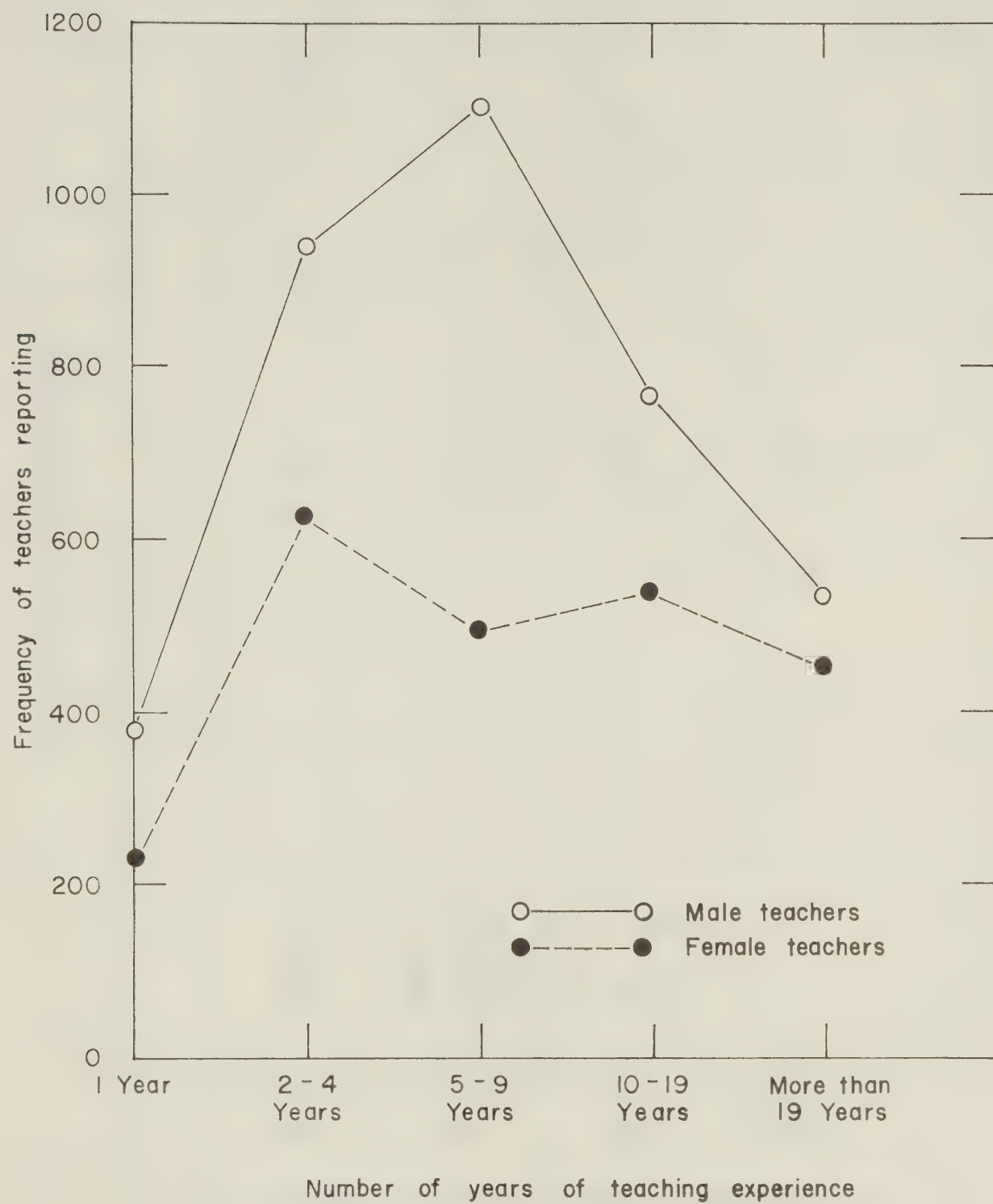


Figure 3

Classification of Teachers by Sex and by Number of Years of Teaching Experience

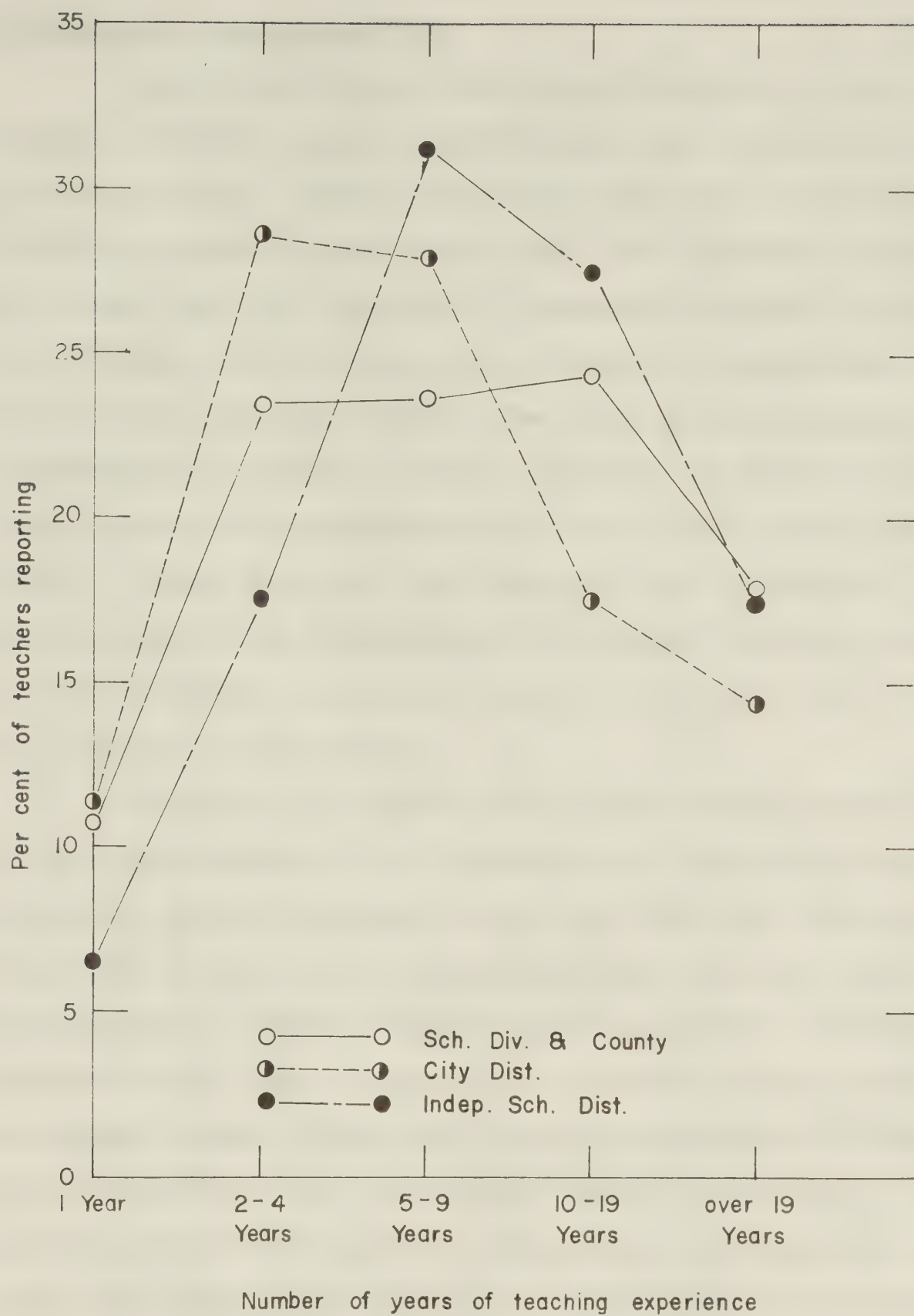


Figure 4

Classification of Teachers by Administrative Unit and by the
Number of Years of Teaching Experience

Situational Characteristics

Junior and senior high school teachers in city schools taught a smaller range of courses than did teachers in the non-city schools. Table 9 indicates that 85.1 percent of the city teachers taught fewer than four different subjects in a week while 59.6 percent of teachers in school divisions and counties, and 52.4 percent of those in independent districts made this same claim. The range of percentages is illustrated in Figure 5, which indicates the shift in rank order between the administrative units in the 3 to 6 course range. School divisions and counties, and independent districts showed high frequencies for teachers teaching seven or more different courses per week; the figures are 17.8 and 23.5 percent respectively.

In view of the above data on the teaching work loads, it is understandable that a breakdown of data on time spent in the major course assignment would show that city teachers spent more time in their major assignment area than did the non-city teachers. Table 10 shows that 60.5 percent of the city teachers spent over 74 percent of classroom time in their major assignment areas. These data have been recorded in Figure 6. It is noteworthy that the general slope of the lines is the reverse of that in Figure 5. The percent of time spent in the major assignment area appears to vary inversely with the number of different courses a teacher is required to teach per week. City teachers spent more time teaching in their major assignment areas than did their counterparts in the non-city

Table 9

Distribution of Teachers by Administrative Units and by the Number
of Different Courses Taught per Week

		1-2	3-4	5-6	Over 6	Total
School Division and County	f %	547 19.4	1139 40.2	638 22.6	502 17.8	2826 100.0
City Districts	f %	1010 35.8	1389 49.3	316 11.2	103 3.7	2818 100.0
Independent School Districts	f %	59 16.9	124 35.5	84 24.1	82 23.5	349 100.0
Total	f %	1616 27.0	2652 44.2	1038 17.3	687 11.5	5993 ¹ 100.0

¹186 respondents did not complete either the item on administrative units or
the item on number of different courses taught per week.

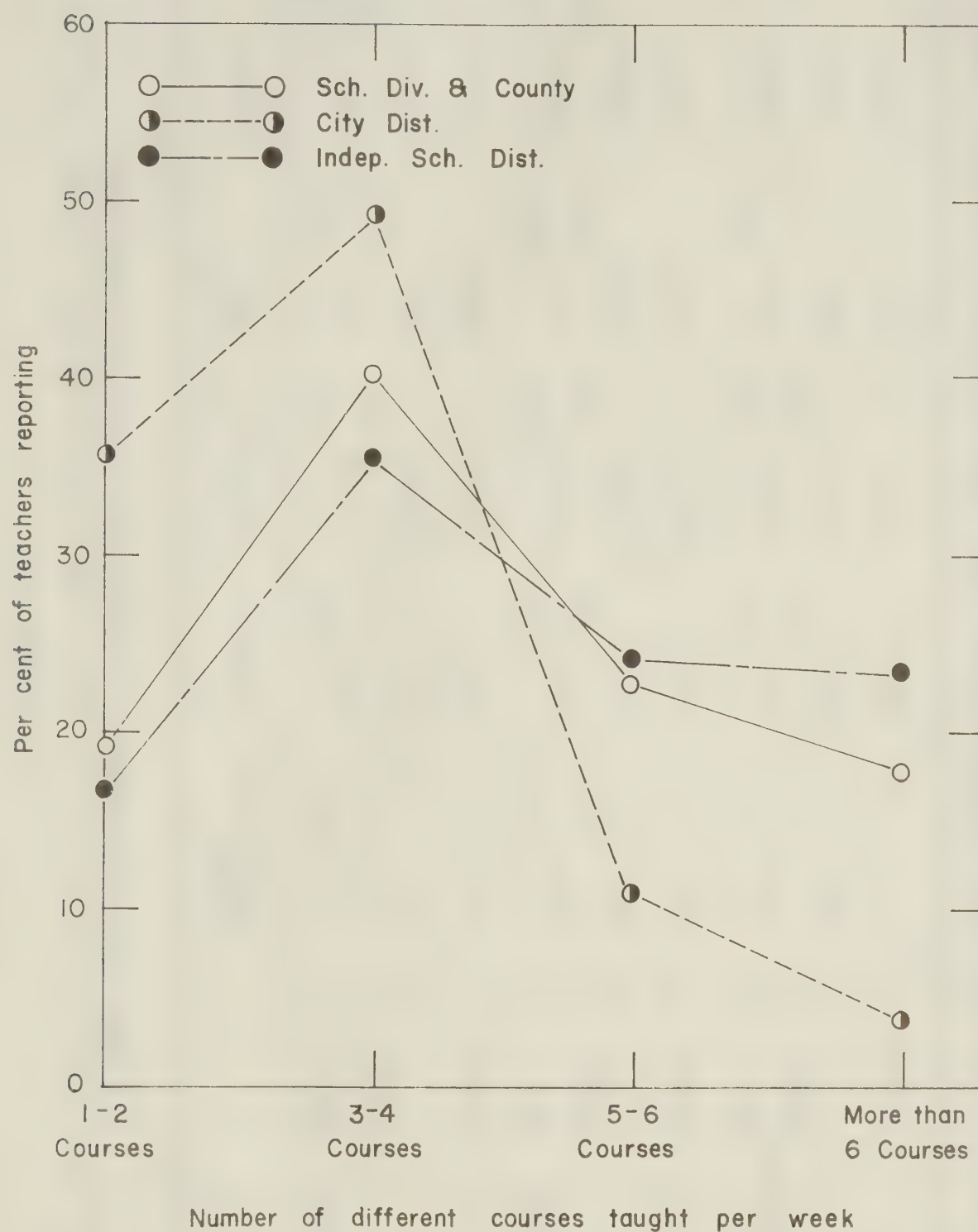


Figure 5

Classification of Teachers by Administrative Unit and by the Number of Different Courses Taught per Week

Table 10

Classification of Teachers by Type of Administrative Unit and by Percent of Week Spent Teaching in the Major Field of Assignment

		Less Than 25%	25-49%	50-74%	Over 74%	Total
School Division and County	Men	f 61	323	599	776	1759
		% 3.5	18.4	34.1	44.1	100.0
	Women	f 36	217	337	542	1132
		% 3.2	19.2	29.8	47.9	100.0
	Total	% 3.3	18.7	32.4	45.6	100.0
City Districts	Men	f 33	178	452	1086	1749
		% 1.9	10.2	25.8	62.1	100.0
	Women	f 27	127	326	667	1147
		% 2.4	11.1	28.4	58.2	100.0
	Total	% 2.1	10.5	26.9	60.5	100.0
Independent School Districts	Men	f 7	48	72	110	237
		% 3.0	20.3	30.4	46.4	100.0
	Women	f 7	35	35	41	118
		% 5.9	29.7	29.7	34.7	100.0
	Total	% 3.9	23.4	30.2	42.5	100.0

37 respondents did not complete either the item on percent of week teaching in major field of assignment or the item on type of administrative unit.

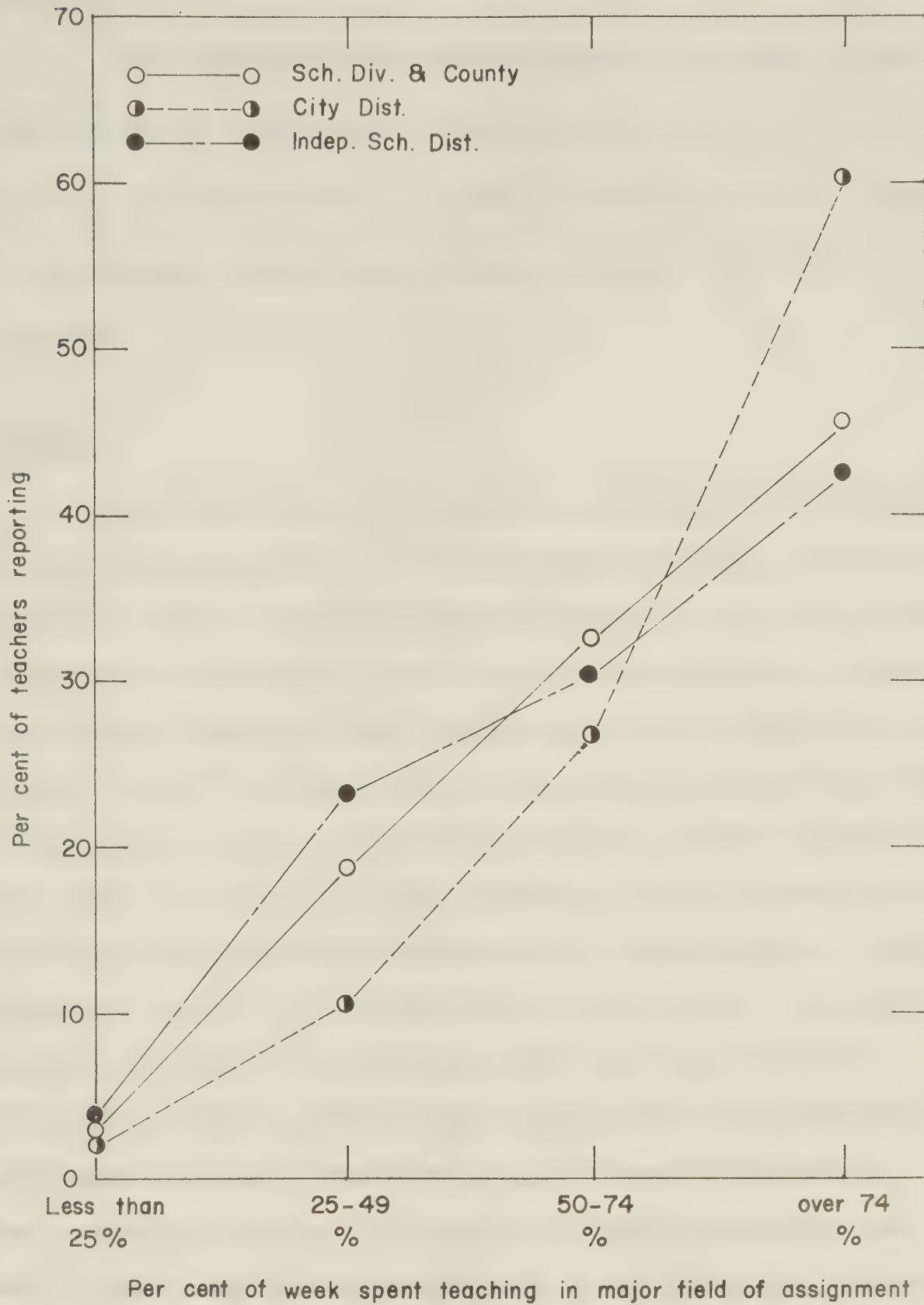


Figure 6

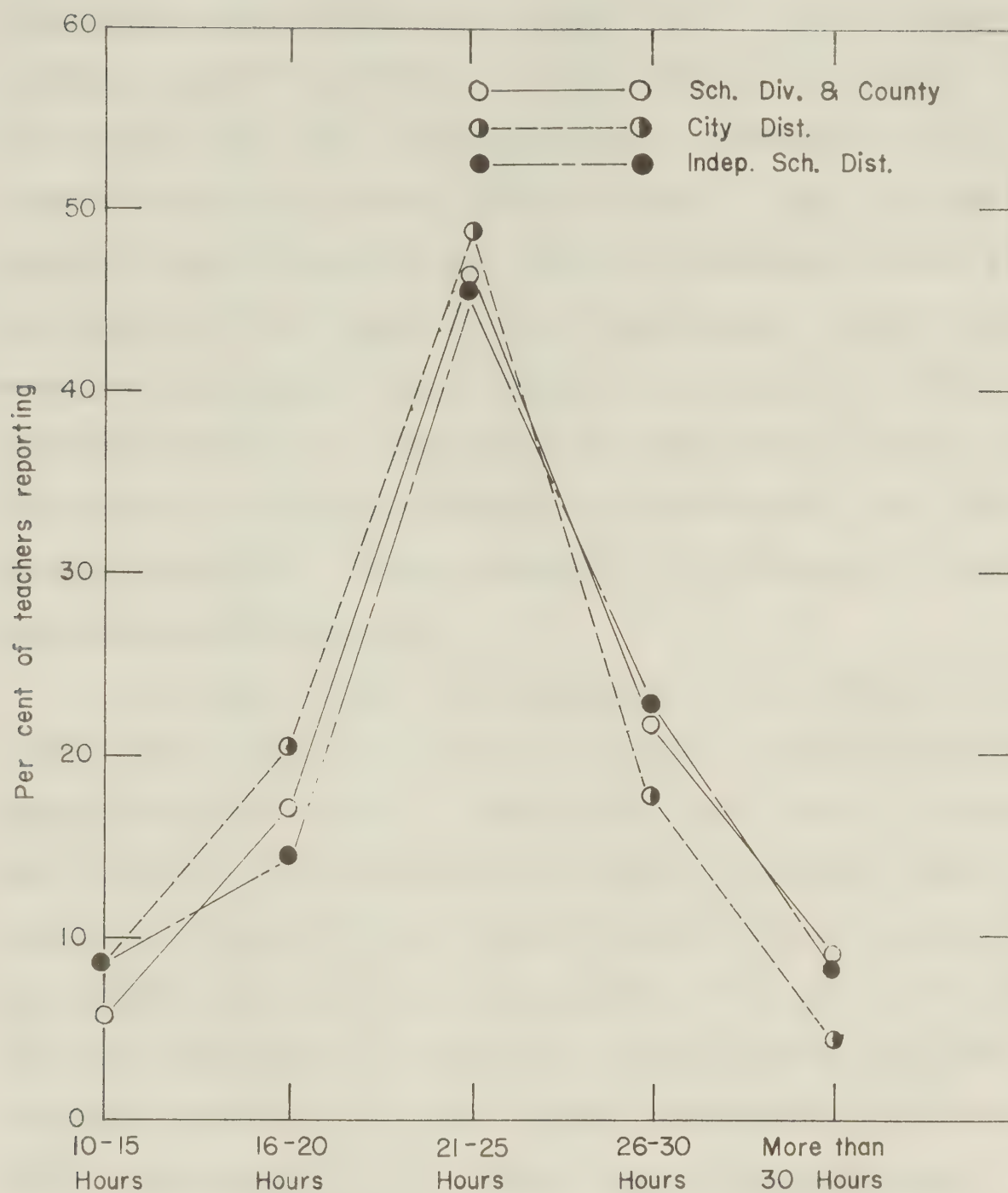
Classification of Teachers by Administrative Unit and by Per cent of Week Spent Teaching in the Major Field of Assignment

districts.

The length of time which teachers from the three administrative units spent teaching was around the "21 to 25 hours per week" range. Figure 7 shows that city teachers, on the average, teach fewer hours per week than non-city teachers.

Summary

The descriptive information presented in this chapter on the characteristics of the secondary teachers in the sample reveals a fairly distinct division between the city teachers and non-city teachers. This latter group contains teachers from school divisions and counties and from independent districts. Over 75 percent of all secondary teachers had completed three or more university courses in their major assignment area. In general, city teachers had more years of formal education and a greater percentage of these teachers held degrees. Since city teachers also taught fewer different courses per week, it would seem that the city teachers had more courses in their major specialization and major assignment fields. Teachers in all three of the units spent similar numbers of hours in classroom teaching per week. This averaged approximately 21 to 25 hours. Non-city teachers tended to have more years of experience than their city counterparts.



Number of hours per week spent teaching in the classroom

Figure 7

Classification of Teachers by Administrative Unit and by the Number of Hours per Week Spent Teaching in the Classroom

III. THE MISASSIGNMENT SCALES

The variables which seem to be the significant ones in teacher assignment-misassignment are: field of specialization, field of preference, and field of assignment. It is obvious that some teachers would be working in their fields of specialization and preference. That is, their field of specialization and field of preference would both be congruent with their field of assignment. Other teachers would be assigned to their field of preference or their field of specialization or they would be assigned to a field other than that of the specialization or preference. For the latter group of teachers, there existed varying degrees or levels of assignment-misassignment.

In this study, the responses of the teachers on the items involving major and minor fields of specialization, major and minor fields of assignment, and area of preference were analyzed to determine the congruity between them. Two measures of misassignment were obtained, namely specialization-assignment and preference-assignment. The levels of incongruity were expressed as degrees of misassignment and were reported as scores obtained by the respondents on two scales which corresponded to the above areas of misassignment. A third score, which was a composite of the first two, was developed to indicate the respondent's combined degree of assignment-misassignment. These scales are described below:

- A. M-1 Scale. Misassignment expressed in terms of the teacher assignment in his area of special-

ization. This scale purports to measure the degree of congruity between the teacher area of specialization and the assignment of the teacher.

B. M-2 Scale. Misassignment expressed in terms of the teacher assignment in his area of preference. This scale purports to measure the degree of congruity between the teacher area of preference and his field of assignment.

C. M-t Scale. Misassignment expressed in terms of the teacher assignment in his areas of specialization and preference. This scale resulted from a combination of the scores from M-1 and M-2, and purports to measure the degree of congruity among all three areas, namely, field of specialization, field of preference, and field of assignment.

Tables 11 and 12 give a description of the M-1 and M-2 misassignment scales. Each table explains how the misassignment scores used in this thesis were computed. Table 11 does this for misassignment scores based on the teacher's area of specialization; table 12 explains how misassignment scores based on the teacher's area of preference were computed.

As stated earlier, in this study each respondent was given a score on each of the scales based on his responses to the questionnaire and was also given a combined score which was merely the sum of his scores on M-1 and M-2.

Table 11

Misassignment Scale M-1

Congruity Between Area of Specialization and Area of Assignment

SCORE	DESCRIPTION OF ASSIGNED TEACHER
6.	Teacher assigned <u>strictly</u> to his major area of specialization
5.	Teacher assigned to major and minor areas of specialization
4.	Teacher assigned <u>strictly</u> to minor area of specialization
3.	Teacher assigned to his major area of specialization, and to an area <u>other</u> than the minor area of specialization
2.	Teacher assigned to his minor area of specialization, and to an area <u>other</u> than the major area of specialization
1.	Teacher assigned to areas other than the major or minor areas of specialization
NOTE:	A SCORE OF 6 INDICATES THE HIGHEST DEGREE OF CONGRUITY BETWEEN TEACHER AREA OF SPECIALIZATION AND TEACHER ASSIGNMENT

Table 12

Misassignment Scale M-2

Congruity Between Area of Preference and Area of Assignment

SCORE	DESCRIPTION OF ASSIGNED TEACHER
4.	Teacher preference is congruent with the assigned field indicated where there is only one area of assignment
3.	Teacher preference is congruent with the major field of assignment, when a major and a minor field have been assigned
2.	Teacher preference is congruent with the minor field of assignment, when a major and a minor field have been assigned
1.	Teacher preference is <u>not</u> congruent with the major or minor fields of assignment
NOTE:	A SCORE OF 4 INDICATES THE HIGHEST DEGREE OF CONGRUITY BETWEEN TEACHER PREFERENCE AND TEACHER ASSIGNMENT

IV. TREATMENT OF THE DATA

Testing the Misassignment Scales

A complete printout of the population was obtained which gave the individual responses to the items on major and minor fields of specialization, major and minor fields of assignment, and field of preference. In addition, the individuals' misassignment scores were indicated. Approximately fifty cases of each of the misassignment scales were compared with the particular qualifications of the teachers. All of the cases assigned correct misassignment scores to the teachers.

As the M-t scales give a combined score of M-1 and M-2, one would expect that the Pearson correlation coefficient between M-1 or M-2 and M-t would be high. Table 13 presents the intercorrelation matrix between all three scales. As expected, high correlations of 0.92 and 0.80 with M-t for the M-1 and M-2 scores respectively were found. Also noteworthy is the correlation of 0.50 between M-1 and M-2 suggesting that to a large extent these measures are independent of each other. Only 25 percent of the variance is common to both scales.

Table 13

Pearson Correlation Between Individual M Scores

	M-2	M-t
M-1	.50	.92
M-2	-	.80

As a final test of the validity of components of the scales, an analysis of variance was completed using as the predictor variable the number of university courses that the teacher had obtained in his major field of assignment. The test indicated that the greater misassignment occurred where the number of university courses was low. These data appear in Table 14. The results suggest that all three measures of teacher misassignment are valid.

Each teacher in the study was assigned three misassignment scores based on his responses to selected items in the questionnaire.

In order to determine whether differences on selected variables existed among teachers with varying degrees of misassignment, comparisons between sub-groups were made using the Analysis of Variance technique, as proposed by Ferguson (Ferguson, 7:281-328). The a priori level of significance was set at .05. Where the Homogeneity of Variance level was below .05, indicating a marked departure from homogeneity between sub-groups, a higher level of significance, namely the .025 level was used for acceptance of the existence of a significant difference on the Scheffe test. In nearly all of the cases, a level of significance of .0001 or lower was realized on the Scheffé test.

Lindquist had this to say on the procedure to follow when heterogeneity in variances is experienced using the analysis of variance technique:

Accordingly, where marked (but not extreme) heterogeneity is expected, it is desirable to allow for the

Table 14

Classification of Teachers by Misassignment and by the Number of Courses Obtained in the Major Field of Assignment

GROUP	M-1 Scale		M-2 Scale		M-3 Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Less than 2 courses	3.40	4	2.38	4	5.78	4
B. 3 or 4 courses	4.18	3	2.68	3	6.86	3
C. 5 or 6 courses	4.65	2	2.96	2	7.61	2
D. 7 or greater	4.77	1	3.10	1	7.87	1
TOTAL	4.32		2.83		7.15	
F	309.8		193.1		351.6	
Significance	.001		.001		.001	
	A-B		A-B		A-B	
	A-C		A-C		A-C	
	A-D		A-D		A-D	
	B-C		B-C		B-C	
	B-D		B-D		B-D	
			C-D		C-D	

discrepancy by setting a slightly higher "apparent" level of significance for this test than one would otherwise employ (the "apparent" level being that indicated by the F-table). For example, if one wished the risk of a Type I error to be less than 5%, he might require that the obtained F exceed the 2.5% point in the normal-theory F-distribution. The "apparent" level of significance would then be the 2.5%, but the actual level would be the 5% level (Lindquist, 11:83).

In the application of this test, the variances were typically found to be homogeneous at the .05 level of confidence. Where this was the case, then the F-ratio was examined. If the probability for the F-ratio was below the .05 level this indicated there were significant differences among the means of some of the groups. The Scheffé test for Multiple Comparison of Means was applied to identify where groups differed significantly. Again the level of significance was set at .05; where differences between pairs fell below this figure, the two means were assumed to be significantly different.

V. SUMMARY

This study used information obtained from junior and senior high school teachers who spent ten or more hours per week in classroom teaching. The questionnaire which was circulated in May, 1969, elicited returns from about 90 percent of the teachers actually teaching in the Alberta schools at the time when the instrument was being completed. The final sample, however, represents about 74 percent of the secondary teachers in Alberta due to the prevalence of incomplete responses on items used in constructing the misassignment scales.

A detailed description of this sample and a discussion

of the treatment of the data are also found in this chapter.

Chapter 4

ANALYSIS OF DATA

I. INTRODUCTION

This chapter presents the analyses that are relevant to the problem of this study. The description of the findings and discussions are presented in three sections. The first of these is a report of the incidence of levels of teacher assignment-misassignment by type of administrative unit; the second examines assignment-misassignment by subject area; the third section reports on the relationship between assignment-misassignment and professional, personal and situational characteristics.

II. MISASSIGNMENT IN ADMINISTRATIVE DISTRICTS

Findings

The means shown on Table 15 indicate that the lowest incidence of misassignment occurred in the city districts. Although independent school districts had the lowest mean score, suggesting the highest degree of misassignment, the Scheffé test indicated that there was no significant difference between this unit and school divisions and counties.

Mean scores on the Specialization-Assignment scale ranged from 4.5 to approximately 4.0. These high scores

Table 15

Classification of Teachers by Misassignment
and by the Type of Administrative Unit

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. School Division and County	4.17	2	2.76	2	6.93	2
B. City Districts	4.51	1	2.91	1	7.42	1
C. Independent School Districts	4.03	3	2.67	3	6.70	3
TOTAL	4.32		2.83		7.15	
F	44.5		21.2		45.0	
Significance	.001		.001		.001	
Significance between different pairs.	B-A B-C		B-A B-C		B-A B-C	

indicate that the typical teacher in the secondary schools of the province was assigned either to his major area of specialization entirely, or to his major and minor areas of specialization, or entirely to his minor area of specialization. Even though Table 15 indicates a ranking of one to three for the three units, the Scheffé Multiple Comparison of Means test shows that the only significant differences between pairs were between city districts and the two non-city school units. There was no significant difference between school divisions and counties combined on the one hand and independent school districts on the other.

Means reported on the M-2 Teacher Preference-Assignment Scale indicated that the area of preference of the typical secondary teacher was also congruent with either his major or minor area of assignment. As was found in the M-1 scales, when pairs of means were compared, the only significant differences were between the city districts and the other two non-city units.

The mean for all secondary teachers on the total score out of the 10 possible was 7.15. It is obvious that because the M-t score is a combination of the first two, that the rank order for each of the three types of school units would be the same as it was on the M-1 and M-2 scales. The city teachers on this scale again differed significantly from the teachers in the two non-city units, which, as in the former two scales, did not differ significantly from each other.

In summary, the two scales taken separately and

combined indicated that city teachers scored significantly higher than the non-city teachers on the M-1, M-2 and M-t scales in being assigned according to their field of specialization or their field of preference.

Discussion

The findings which are reported above are not surprising when one considers the reports in the literature on the incidence of misassignment among urban and rural teachers. These reports generally suggest that misassignment is more likely to be found among non-city teachers. Such was the case in the present study. The reason given in the past for the greater incidence of misassignment among non-urban teachers was the inability through lower salaries, etc., of the non-city districts to attract highly qualified teachers and at the same time offer programs which are comparable with those found in city schools. These reasons probably apply in the present study as well. The data reported in Chapter 3 clearly indicate that the majority of city teachers had more years of university education, a greater number of degrees, taught fewer different courses, spent more time in their major field of assignment and had obtained more formal education in their major assignment areas than did non-city teachers in Alberta.

III. MISASSIGNMENT IN SUBJECT AREAS

Findings

The results reported in Table 16 indicate that the

Table 16
Classification of Teachers by Misassignment
and by the Subject Area

SUBJECT	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Vocational	4.90	1	3.08	1	7.96	1
B. Science	4.43	2	2.83	3.5	7.27	2
C. French	4.35	3	2.73	5	7.08	5
D. Mathematics	4.30	4	2.96	2	7.26	3
E. Social Studies	4.24	5	2.83	3.5	7.07	4
F. English	4.07	6	2.59	6	6.65	6
TOTAL	4.38		2.85		7.23	
F	38.5		33.1		44.8	
Significance	.001		.001		.001	
Significance between different pairs	A-B A-C A-D A-E A-F	F-B F-D	A-B A-C A-E A-F	F-B F-D F-E C-D	A-B A-C A-D A-E A-F	F-B F-D F-E

block of vocational courses (home economics, industrial arts, business education, and others that were not specifically labelled) had the highest scores indicating the least misassignment on all three scales while English had the greatest incidence of misassignment. There was, in general, a significant separation between each of these two subject areas and the remaining subjects which were clustered in a group between the two extremes.

A number of significant differences among pairs of subjects were identified by the Scheffé test. In most cases the differences were common to the three scales, M-1, M-2 and M-t.

With respect to misassignment by specialization, teachers of vocational subjects were less frequently misassigned than others. These teachers, more than the others, show mean scores indicating that they were assigned either to their major area of specialization entirely, or to their major and minor areas of specialization. As revealed by the Scheffé test, their misassignment scores were significantly higher than the scores of teachers in any of the other subject areas. The only other statistically significant differences between pairs of means were the differences between English and mathematics, and between English and science. As the figures reveal, the mean scores of science, French, mathematics and social studies were very similar; as a result no significant differences were identified between any two of them.

Data from the scale measuring congruity between teacher

assignment and teacher preference revealed that the rank order of means was somewhat different from the rank order observed on the M-1 scale. This reordering involved mainly the subject areas of French and mathematics. Mean scores suggest that there was a greater preference for the teaching of mathematics by teachers of mathematics than there was for teaching French by French teachers. The Scheffé test revealed a statistically significant difference in preference between these two subject areas. Statistical differences were also identified between vocational subjects which ranked highest in preference, and all others except French. Differences between pairs of means for the subject areas of science, French, and social studies were not significant.

The rank order for the combined Specialization-Preference M-t scores in the six subject areas was a compromise between the rank ordering of the M-1 and M-2 scores. The vocational subjects and English were the subject areas with the least and greatest occurrence of teacher misassignment respectively. On this combined scale, the vocational subjects were significantly different from all other subject areas, whereas English was significantly different from all subject areas except French.

In summary, the degree of misassignment reported for the teachers was, on the whole, not high since the teachers were generally assigned to their major and/or minor areas of specialization. The means of most of the subjects were similar to one another, with the exceptions of English and

vocational subjects which ranked first and last, respectively, in the frequency of cases of teacher misassignment. In most cases, both of these subjects differed significantly from the other subjects. Of interest is the comparison between the rank ordering on the M-1 and M-2 scales. This comparison suggests that teacher preferences compared with teacher specialization in the subject areas of mathematics and French were towards the teaching of mathematics and away from the teaching of French.

Discussion

It was not surprising in this analysis to find the vocational subject area with such a low incidence of misassignment as the majority of teachers who enter this field have specialized in these areas while attending university and, in many cases, prior to enrolling in their teacher preparation program. The certification standards in Alberta for vocational teachers compared with certification standards for English teachers, for example, almost guarantee the difference identified. The results indicated that among Alberta secondary teachers English was the subject area where misassignment was greatest. A number of reasons for this can be put forward. Usually, the English department in schools is so large that there is a great demand for English teachers; the supply of English teachers may be far short of the demand. Second, a number of teachers who have specialized in English in university may, because of a liking for another subject, choose to teach in this other subject field. A third, and

probably more pertinent reason, is that the English department in most schools is usually the last to be departmentalized. As a result, teachers of other subject fields may be required to teach some English subjects to "round off" their teaching schedule. Such could be the case with teachers of French, social studies and mathematics in schools where the motto is "every teacher is a teacher of English."

IV. MISASSIGNMENT AND PROFESSIONAL, PERSONAL AND SITUATIONAL VARIABLES

In this section the relationships between misassignment and teacher professional, personal and situational characteristics are examined.

Teacher Professional Variables and Misassignment

The two professional variables mentioned frequently in the literature on misassignment are the qualifications of teachers and length of teaching experience. For purposes of the analysis reported below, teacher qualifications were defined as the number of years of academic and professional education beyond grade XII. Teaching experience was also measured in years.

Findings

Years of teacher education. An examination of Table 17 reveals that the incidence of misassignment decreased on all of the scales as the level of academic preparation increased. Using the Scheffé test, significant differences

Table 17
Classification of Teachers by Misassignment
and by the Number of Years of Total Academic
and Professional Preparation

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. 2 Years or less	4.07	3	2.64	3	6.71	3
B. 3 or 4 years	4.30	2	2.84	2	7.14	2
C. Greater than 4 years	4.52	1	2.90	1	7.42	1
TOTAL	4.32		2.83		7.15	
F	16.8		23.4		34.7	
Significance	.001		.001		.001	
	A-B		A-B		A-B	
	A-C		A-C		A-C	
	B-C				B-C	

among all three means were identified for two of the three scales. The one exception was for the scale measuring misassignment according to preference. The mean of the "3 or 4 years" group was much like the mean of the "greater than 4 years" group on this variable.

In summary, it was found that on all scales, the incidence of misassignment decreased as the level of academic and professional preparation increased.

Years of teaching experience. There appeared to be no consistent relationship between years of teaching experience and incidence of assignment-misassignment. Although highest scores were generally found among the middle-experience categories, only two of the thirty possible comparisons between pairs were found to be statistically significant. These analyses are reported in Table 18.

Discussion

The results on the relationship between each of the professional variables and misassignment reported above appear to be in line with the findings of other research. Teachers with more years of educational preparation tend to become specialists in a given area. These people, more than others, are likely to be employed in their field of preparation.

Teaching experience, on the other hand, is a variable quite different from amount of formal preparation. There is, for a given individual, no significant relationship between years of experience and the accumulation of course credits in a subject area. This is perhaps the reason for the lack of a

Table 18

Classification of Teachers by Misassignment and by the
Total Years of Teaching Experience

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. 1 or less	4.31	4	2.74	5	7.05	4
B. 2 to 4 years	4.37	1	2.83	3	7.21	2
C. 5 to 9 years	4.36	2	2.88	1	7.24	1
D. 10 to 19 years	4.24	5	2.77	4	7.01	5
E. over 19 years	4.32	3	2.86	2	7.18	3
TOTAL	4.33		2.83		7.15	
F	1.77		4.06		2.80	
Significance	NS		.01		.05	
Significance by different pairs.	NIL		A-C D-C		NIL	

clearly identified relationship between assignment-misassignment and teaching experience. That there seems to be a slight relationship between misassignment according to preference and experience during the first few years of teaching is understandable. Beginning teachers are often assigned to "residue" classes, that is, those left over after experienced teachers have had their choice. Many of the classes they teach during their first years may not be in their own area of specialization.

Teacher Personal Variables and Misassignment

The relationship of the three teacher personal variables, (sex, age, and marital status) to teacher misassignment will be discussed as a group. These three variables were not mentioned in any detail in the results of other studies.

Findings

Sex, age and marital status. Tables 19 and 20 reveal that there were no significant relationships between assignment-misassignment and either sex or marital status. None of the two F ratios was significant at the .05 level. Correlations between misassignment and age, measured in Table 21 reveal that two of the three F ratios were significant at the .05 level. This suggests a possible relationship between age and assignment-misassignment. However, none of the Scheffé comparisons reveal statistically significant differences and there was no clearly identified progression of means with increasing age.

Discussion

The only surprising observation in the above results

Table 19
 Classification of Teachers by Misassignment
 and by Sex

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Male	4.33	1	2.82	2	7.15	2
B. Female	4.31	2	2.85	1	7.16	1
TOTAL	4.32		2.83		7.15	
F.	0.41		1.47		0.01	
Significance	NS		NS		NS	

Table 20
Classification of Teachers by Misassignment
and by Marital Status

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Single	4.31	2	2.83	1	7.16	1
B. Married	4.33	1	2.82	2	7.15	2
TOTAL	4.33		2.83		7.15	
F.	0.06		0.65		0.01	
Significance	NS		NS		NS	

Table 21

Classification of Teachers by Misassignment
and by Age

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Under 25 years	4.30	3	2.79	3	7.09	3
B. 26-35 years	4.33	2	2.86	1.5	7.20	2
C. 36-45 years	4.26	4	2.77	4	7.03	4
D. Over 45 years	4.39	1	2.86	1.5	7.25	1
TOTAL	4.32		2.83		7.15	
F.	1.83		3.41		2.82	
Significance	NS		.05		.05	
Significance by different pairs	NIL		NIL		NIL	

is that the female teachers were not misassigned more frequently than the males. The basis for this argument is the results of earlier analyses which showed that (a) the level of misassignment was greater in cases where there existed a low level of academic and professional preparation, and (b) the female teachers in the study had significantly fewer years of professional and academic preparation and fewer university degrees on the average than male teachers. The finding on age and misassignment is similar to the finding on experience and misassignment reported earlier. Since age and experience are highly correlated, this was not unexpected.

Teacher Situational Variables and Misassignment

The variables that were chosen for the analyses reported below are situational factors related to the teacher's particular teaching assignment. The four situational variables were tested to give information on the incidence of misassignment in the areas of grade level, school size, and teaching load, and proportion of teaching week spent in the major assignment area.

Findings

Grade level. Senior high school teachers in the province appear on the whole to be misassigned less frequently than the junior high school teachers as evident from the mean misassignment scores in Table 22. Also evident in the table is the very high level of significance between the means for the two groups of teachers on all three scales.

Number of teachers in the school. Teachers employed in larger schools, according to data reported in Table 23

Table 22

Classification of Teachers by Misassignment
and by the Level of Academic Grade Taught

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Jr. High School	4.02	2	2.66	2	6.68	2
B. Sr. High School	4.68	1	3.01	1	7.69	1
TOTAL	4.33		2.83		7.16	
F.	309.94		208.32		354.72	
Significance	.001		.001		.001	

Table 23
Classification of Teachers by Misassignment and by
the Number of Teachers Employed in the School

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. 12 or fewer teachers	3.80	4	2.61	4	6.41	4
B. 13 to 24	4.03	3	2.66	3	6.69	3
C. 25 to 49	4.35	2	2.83	2	7.18	2
D. over 49	5.00	1	3.19	1	8.18	1
TOTAL	4.32		2.83		7.15	
F.	143.5		89.6		160.8	
Significance	.001		.001		.001	
Significance by different pairs	Between all combinations A,B,C,D		Between all groups except between A and B		Between all groups except between A and B	

were less likely to be misassigned than their counterparts in the smaller schools.

The M-1 scale indicated that the teachers employed in schools where there were more than 49 teachers were very likely to have scores of 6, 5 or 4 indicating that the individual in this category was probably assigned either to his major area of specialization entirely, to his major and minor areas of specialization, or entirely to his minor area of specialization. In contrast to this, the average teacher employed in a school that contained 12 or fewer teachers was likely to be assigned either to his minor area of specialization entirely, or to his major area of specialization and an area other than the minor area of specialization. Significant differences between pairs of means for all possible combinations were identified by the Scheffé test.

Score on the M-2 Preference-Assignment scale indicated that the teachers employed in schools where there were more than 49 teachers probably had a teaching preference that was congruent with their major assignment field, whereas teachers employed in units staffed with fewer than 12 teachers very likely had teaching preferences that were either in their major field of specialization or in their minor field of specialization. There was no significant difference in M-2 scores between schools employing 13 to 14 teachers and those employing 12 or fewer teachers. This result was similar to that for the combined M-t scale.

Number of different subjects taught each week. A direct relationship between the level of teacher misassignment

and the number of different courses that the teacher was required to teach per week is evident from the results in Table 24. The table reveals the existence of significant differences on the M-1 scale between the means of all the groups except the group teaching five or six courses and the group teaching over 6 courses. For the M-2 Preference-Assignment scale differences between the means of the groups except between groups B and C, and C and D were identified. For the combined M-t scale the same rank orders and significant differences as for the M-1 scale were identified.

Proportion of teaching week spent in the major assignment area. In general, the mean scores on this variable revealed that there was an inverse relationship between the teacher variable of proportion of time spent in the major field of assignment and the level of misassignment. As the figures in Table 25 reveal, teachers who spent more time teaching in their area of major assignment tended to be misassigned less frequently than the teachers who spent less teaching time in their major area of assignment. The Scheffé test on the three scales revealed no differences between the group of teachers who spent from 50 to 74 percent of their time in their major assignment field and the group of teachers who spent over 74 percent of their time in their major assignment field. In addition, for the M-2 scale there was no significant difference between group A (greater than 74 percent) and C (25 to 49 percent).

Table 24

Classification of Teachers by Misassignment and by
the Total Number of Different Courses Taught
Each Week

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. 1 - 2	4.56	1	2.93	1	7.50	1
B. 3 - 4	4.34	2	2.82	2	7.16	2
C. 5 - 6	4.12	3	2.74	3	6.85	3
D. over 6	3.92	4	2.66	4	6.58	4
TOTAL	4.31		2.82		7.13	
F	37.3		16.3		36.9	
Significance	.001		.001		.001	
Significance by different pairs.	A-B	B-C	A-B	B-D	A-B	B-C
	A-C	B-D	A-C		A-C	B-D
	A-D		A-D		A-D	

Table 25

Classification of Teachers by Misassignment and by
the Proportion of the Teaching Time Devoted
to the Major Field of Assignment

GROUP	M-1 Scale		M-2 Scale		M-t Scale	
	Means	Rank	Means	Rank	Means	Rank
A. Greater than 74%	4.83	1	3.13	1	7.96	1
B. 50 - 74%	3.90	2	2.54	2	6.44	2
C. 25 - 49%	3.57	3	2.40	3	5.97	3
D. Less than 25%	3.49	4	2.37	4	5.86	4
TOTAL	4.32		2.83		7.15	
F.	302.4		258.5		389.4	
Significance	.001		.001		.001	
Significance by different pairs	A-C	B-C	A-D	C-D	A-C	B-C
	A-D	B-D	B-C		A-D	B-D
			B-D			C-D

Discussion

The fact that senior high schools in Alberta tend to be more departmentalized than the junior high school, and that these senior high schools probably do their hiring according to teacher specialization more than the junior high schools do may be a major reason of the differences between these two grade levels in the present study. Another reason may be the effect of the different certification standards for teaching senior high grades. For example, a professional certificate has for a long time been required in Alberta for teaching grade XII, but was not required for the junior high grades. In addition to this is the effect of the movement to higher grades by teachers who improve their qualifications. They may move from elementary school to junior high school, or from junior high into senior high. These factors combine to yield a lower incidence of misassignment among secondary teachers.

A number of the research studies reviewed indicated that a greater incidence of teacher misassignment occurred in smaller schools. A combination of factors including low salaries and general teacher dissatisfaction with working conditions result in a more rapid turnover of personnel in such schools. This leads to difficulty in obtaining competent new teachers. The negative relationship between the size of the school and the level of teacher misassignment identified in the present study is therefore not surprising. In addition, since larger schools are more often found in the

city than in the non-city districts, it is reasonable to expect that their teachers would generally possess a higher level of qualifications.

In the description of the sample the point was made that non-city teachers were required to teach a greater number of different courses than were city teachers. The literature suggests that this is a result of the efforts of non-city administration to offer curricula comparable with the offerings in city schools while employing a significantly less qualified staff. It is thus not surprising to find in the present study that the incidence of misassignment is greater where teachers are required to teach more different subjects per week. In view of this fact, it would logically follow that city teachers, with fewer different courses to teach, have more time available to spend in a major field of assignment.

SUMMARY

The data analysis revealed that the incidence of misassignment was greater among non-city teachers than among city teachers. No significant difference was found between the misassignment scores of teachers in the two non-city administrative units.

The findings suggested that the typical Alberta teacher was assigned either to his major area of specialization entirely, to his major and minor areas of specialization, or entirely to his minor area of specialization.

The incidence of teacher misassignment appeared to be highest in the subject area of English, while the vocational subjects had the lowest incidence of misassignment. These two subject areas were significantly separated from science, mathematics, French and social studies which clustered in a group between these two extremities of levels of teacher assignment-misassignment. Mean scores for the subject areas of mathematics and French, also revealed that mathematics teachers had a higher preference for teaching mathematics than the French teachers had for teaching French.

The amount of academic and professional preparation which respondents had was related to the degree of misassignment in that the higher the degree of academic and professional teacher preparation the lower the level of misassignment. No significant relationship could be established between the teacher variable of years of teaching experience and the level of assignment-misassignment. Similarly, there was no significant relationship identified between the teacher personal variables of age, sex and marital status and levels of misassignment. Such was not the case when the teacher situational variables were analyzed. From data obtained, it was apparent that a lower incidence of misassignment was likely to be observed among the senior high school teachers than among junior high school teachers. Furthermore, the incidence of misassignment was lower in larger schools, where teachers were permitted to teach fewer different courses, and where teachers spent more time teaching in the

major field of assignment.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the study is summarized, conclusions and implications are drawn from its findings, and suggestions are presented for further research.

I. SUMMARY OF THE PROBLEM AND RESEARCH DESIGN

The problem. The purpose of this study was to determine the degree of congruity between teacher qualifications, their subject-matter field assignments and subject-matter preferences in junior and senior high schools of Alberta. The study also attempted to identify several correlates of teacher misassignment.

Sub-problems. 1. What is the degree of congruity between the assignment of junior and senior high school teachers in Alberta and their areas of specialization?

2. What is the degree of congruity between the assignments of junior and senior high school teachers in Alberta and their areas of preference?

3. To what extent are junior and senior high school teachers in the province of Alberta assigned to teach in subject-matter areas for which their training and preference indicate competence?

4. What is the relationship between level of assignment-misassignment, and subject area of assignment, teacher personal and professional characteristics, and situational variables?

The instrumentation and methodology. Data for this study were taken from returns obtained in a study directed by Ratsoy for the Alberta Advisory Committee on Educational Studies. The questionnaire was circulated in May, 1969, and returns were obtained from approximately 90 percent of the teachers actively employed in Alberta schools at the time when the instrument was being completed.

Two scales were constructed to measure the degree of teacher assignment-misassignment according to field of specialization and field of preference. A total score was also used in the analysis. Each respondent was given a score on each of the scales based on his responses to items in the questionnaire on major and minor fields of specialization in teaching, preferred teaching field and major and minor fields of assignment.

To determine if differences existed among mean misassignment scores on selected variables the Analysis of Variance was used. Where the F ratio was significant, this test was followed by the Scheffé method of testing for significant differences between pairs of means. The a priori level of significance was set at .05. To provide for cases where the Homogeneity of Variance was below .05, indicating marked differences in variances between groups, a higher level of significance (.025) was used to test for the presence of

significant differences between pairs of means.

The sample. The sample used in the present study was limited to 6179 junior and senior high school teachers (approximately 74 percent of Alberta's secondary school teachers) who spent ten or more hours per week actively teaching in a public or separate school in the province. The secondary teachers were subdivided into three administrative units: school divisions and counties, city districts, and independent school districts. Of all the teachers in the sample, 47.1 percent were in school divisions or counties and 5.8 percent were in independent school districts. The remainder taught in Alberta cities. However, preliminary analyses revealed that, in general, there were two major classifications of teachers in the sample: the city secondary teachers and the non-city secondary teachers. City teachers had more years of university education, and a greater percentage of them held degrees. They also had more subjects to their credit in their major fields of specialization.

The classification by sex revealed that the majority of teachers in the sample were males. Female teachers had significantly less academic preparation than did male teachers. Fifty-two percent of the non-city female teachers were without degrees while the corresponding figure for males was 29 percent. In city schools, 27.5 percent of the female teaching force had university degrees.

When classified according to teaching experience, the highest frequency of male teachers was found in the five to

nine year experience category. The corresponding mode for the female teachers was three to four years. By administrative units, non-city teachers had more teaching experience than did the city teachers.

City teachers in general taught fewer different subjects than non-city teachers. Approximately 85 percent of the city teachers taught fewer than four different courses per week, hence they probably spent more time in their major fields of assignment than did their non-city counterparts. There was no difference in the length of time that staffs from the different units spent in the classrooms. The average time was in the 21 to 25 hours per week range.

II. SUMMARY OF THE FINDINGS

This study sought answers to four sub-problems. A brief discussion of the major findings related to each of these sub-problems stated below is given.

Sub-problem one - What is the degree of congruence between the assignment of junior and senior high school teachers in the province of Alberta and their areas of specialization?

Sub-problem two - What is the degree of congruence between the assignments of junior and senior high school teachers in Alberta and their areas of preference?

Sub-problem three - To what extent are junior and senior high school teachers in the province of Alberta assigned to teach in subject-matter areas for which their training and preference indicate competence?

The data analysis revealed that the incidence of misassignment was greater among non-city than among city teachers. This was true for misassignment according to field

of specialization and misassignment according to field of preference. No significant differences were found between the scores of school division and county teachers on the one hand and teachers in the independent districts on the other.

The scores for both city and non-city teachers suggested that the typical Alberta secondary teacher was assigned either to his major area of specialization entirely, to his major and minor areas of specialization, or entirely to his minor area of specialization. City teachers, however, were more likely to be found in the first two of these three categories; non-city teachers were more likely to be found in the last two.

Misassignment scores of teachers based on their fields of preference ranged from approximately 2.7 to 2.9 out of the maximum M-2 score of 4.0. There were significant differences between teachers on this variable as well. Again, the incidence of misassignment was greater among non-city teachers, who were more likely to be teaching in their minor preference field, than among city teachers, who were more likely to be teaching in their major preference field.

On the combined scale the grand mean was found to be 7.15 out of the possible score of 10. The findings for the three types of administrative units on the combined scale were identical to the findings for each of the misassignment scales treated separately.

Sub-problem four - What is the relationship between level of assignment-misassignment and subject area of assignment, teacher professional, personal, and situational variables?

Subject area. Assignment-misassignment was examined in six subject areas. These were science, French, mathematics, social studies, English, and vocational subjects.

The results of the analysis revealed that of the six subject areas, secondary teachers of English had the greatest incidence of misassignment and vocational teachers the least. Mean scores for the vocational teachers were significantly different from those of the other five categories of teachers. English teachers whose scores were lowest of all were significantly different from those of science, mathematics, and, except for the M-1 scale, social studies. Significant differences between the M-2 misassignment scores of French and mathematics were also identified. The direction of these differences was such that in the subject areas of mathematics and French, mathematics teachers showed a higher preference for teaching mathematics than did French teachers for teaching French.

Teacher professional variables. On all three scales misassignment scores decreased with increased levels of teacher academic and professional preparation. That is, the higher the level of academic and professional preparation, the lower the level of misassignment. However, no significant relationship could be established between teaching experience and level of assignment-misassignment. There was a slight tendency in the direction of greater misassignment for teachers with the fewest years of experience but no trend was evident in the other experience categories.

Teacher personal variables. No significant relationships between assignment-misassignment and any of the three personal variables of sex, age, and marital status were identified.

Teacher situational variables. The results of the analysis revealed a lower incidence of misassignment among senior high than among junior high school teachers in the province. This was true on all of the misassignment scales. Also, teachers employed in larger schools were less likely to be misassigned than were their counterparts in smaller schools.

The incidence of misassignment was greater where teachers taught more courses per week. Finally, the data analysis revealed that teachers who spent more time teaching in their areas of major assignment tended to have lower misassignment scores.

III. CONCLUSIONS

From the findings of this study, the following conclusions may be drawn:

1. Misassignment based on areas of teacher specialization and teacher preference does exist in varying degrees in Alberta secondary schools.
2. The incidence of misassignment is higher among non-city school teachers than among the city teachers.
3. Teacher qualifications, in general, were good throughout the province where approximately 75 percent had

credit for three or more courses in their major field of assignment. However, a sharp division still existed between the lower qualified non-city and the higher qualified city teachers.

4. City teachers (when compared to non-city teachers) had more years of formal education, a greater percentage of the degrees, taught fewer different courses per week, and spent more time employed in their major area of assignment.
5. On the misassignment by specialization scale, the average teacher in the city school was more likely to be employed at a level corresponding to assignment in his major and minor fields of specialization. The non-city teacher was likely to be at a level corresponding to assignment according to minor area of specialization.
6. On the misassignment by preference scale, scores of city teachers revealed that they were more likely to be teaching in their major preference field, whereas non-city teachers were more likely to be teaching in their minor preference field.
7. The incidence of misassignment was greater among junior high than among senior high school teachers.
8. English was shown to be the subject where misassignment was greatest. The incidence of misassignment was least among teachers of home economics, industrial arts, and business education.

9. Mathematics teachers showed a higher preference for teaching mathematics than did French teachers for teaching French.
10. On all three scales of misassignment there was evidence of an inverse relationship between the incidence of misassignment and the level of teacher academic and professional preparation. However, there was no significant relationship between the level of misassignment and the number of years of teaching experience.
11. Teacher personal variables of sex, age, and marital status were not significantly related to the level of misassignment.
12. The incidence of misassignment was greater among teachers in the smaller schools than among those in the larger ones. Also, the incidence of misassignment was greater where teachers taught more different courses per week and where teachers were forced to spend less time teaching in their major field of assignment.

IV. IMPLICATIONS

Supervision is a major function of administration. In fulfilling his supervisory role, the administrator must select, organize, and manage personnel in the school system. Because of the increase in size of public school systems in recent years and the greater complexity of their operation,

the staff personnel function has developed as one of the most significant responsibilities of the school administrator. In order for an administrator to function in his supervisory role in this complex system, he needs to know the system's philosophy, curriculum and programs; the specific teaching tasks related to these; and efficient staffing procedures. An integral part of the staffing function is teacher assignment.

This study attempted to provide information on assignment and misassignment of Alberta secondary teachers. The results obtained from this study should, in some way, assist the administrators in the Alberta secondary schools to perform more effectively the supervisory functions of teacher assignment and reassignment.

V. RECOMMENDATIONS FOR FURTHER RESEARCH

From this study, which was designed to investigate the incidence of misassignment among Alberta junior and senior high school teachers, the following areas of research are recommended for further study.

1. Since some degree of misassignment is likely to remain in our schools, a study is recommended to identify factors causing misassignment and to develop techniques which will tend to reduce it.

2. The research reviewed indicated that the effects of misassignment were varied. Writers tended to disagree on what these effects were. A study should be undertaken to

investigate the seriousness of teacher misassignment in terms of its effects at various grade levels and in various subject areas.

3. This study dealt with the tangible factors of teacher qualifications and preferences in teacher assignment. Research reports suggest that besides the knowledge of subject-matter field and expertise in methodology appropriate to the particular grade level, of importance also are teaching experience and the physical and psychological conditions under which the teacher works. A study is suggested to investigate these latter two factors and to determine their effects on the academic achievement of students.

4. Since many teachers express a preference for teaching in an area other than one they are assigned to, a study is suggested to evaluate guidance practices in teacher education, so that more effective procedures can be developed to allow for greater insight by the student teacher into his areas of specialization prior to his entry into the classroom as a teacher.

5. A replication of this study to be undertaken at the elementary level in Alberta, and to include all of the subject areas, is suggested.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

REPLICATION OF CAMERON COMMISSION STUDY OF ALBERTA TEACHING FORCE

The Alberta Royal Commission on Education, recognizing the key position held by teachers in Alberta education, conducted a detailed survey in 1958 of the status of teachers and teaching in the Province.

A replication of this study of the Alberta teaching force is being sponsored and conducted by the Alberta Advisory Committee for Educational Studies. In addition to the replication items, others have been added which are designed to reflect some of the changes which have occurred since 1958. The Committee has the support and participation of the ALBERTA FACULTIES OF EDUCATION, DEPARTMENT OF EDUCATION, ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS, ALBERTA TEACHERS' ASSOCIATION and the ALBERTA SCHOOL TRUSTEES' ASSOCIATION.

Your careful and prompt reply is essential in this replication of the Commission's work. The information obtained through this report will be kept strictly confidential. Your name and address are required only to facilitate checking. The returned forms will be seen by only a few research members, while the findings of the survey will be published in summary form so that individual teachers cannot be identified.

The committee requests all educators employed by school boards in the province to return a completed report to their Principal or Superintendent of Schools as soon as possible, but not later than May 9, 1969.

Your Name (Mr. Mrs. Miss) SURNAME (PRINT) CHRISTIAN NAMES

Maiden Surname Religious Name
(IF WOMAN WHO HAS MARRIED) (IF MEMBER OF A RELIGIOUS ORDER)

Address in School District.....

Name of School School Division, District or County

The questions in this survey are contained on pages designed for processing on an IBM 1230 Optical Scanner. The directions for completing the questionnaire are as follows:

1. Use only an HB pencil to record your response.
2. Indicate your response to each item by placing a mark between the guidelines preceding the alternative which best describes your employment or status from among the alternatives to the question.

Under 10	20 to 29
10 to 19	30 or more

3. Answer every question.
4. Mark only one response to each question.
5. Do not fold the questionnaire.

A 1 B 2 C 3 D 4 E 5	F 6 G 7 H 8 I 9 J 10	A 1 B 2 C 3 D 4 E 5	F 6 G 7 H 8 I 9 J 10
A 1 B 2 C 3 D 4 E 5	F 6 G 7 H 8 I 9 J 10	A 1 B 2 C 3 D 4 E 5	F 6 G 7 H 8 I 9 J 10
A 1 B 2 C 3 D 4 E 5	F 6 G 7 H 8 I 9 J 10	I	

1. Which of the following most nearly describes the position you hold in your school system this year?

☐ Classroom teacher, giving all or nearly all of time to classroom teaching.	☐ Vice-principal or assistant principal, teaching half time or more.	☐ Supervisor, coordinator or consultant of a subject field, grade(s) or division(s) working in or from the district, division or county office.
☐ Part-time, temporary, or substitute teacher.	☐ Vice-principal or assistant principal, teaching less than half time or not teaching.	☐ Counsellor or psychologist working in or from the district, division, or county office.
☐ Department Head, grade coordinator or consultant assigned to one school.	☐ Principal, teaching half time or more.	☐ Coordinator or consultant of a subject field or grade(s) assigned to two or more schools (not working from the district, division or county office).
☐ Counsellor, teaching half time or more.	☐ Principal, teaching less than half time.	☐ Superintendent.
☐ Counsellor, teaching less than half time or not teaching.	☐ Non teaching principal.	☐ Assistant or deputy superintendent.
☐ Librarian, teaching half time or more.	☐ Director or coordinator of a special service (personnel, A/V materials, research, public relations, etc.) working in or from the district, division or county office.	☐ Other.
☐ Librarian, teaching less than half time or not teaching.		

2. In which DIVISION(S) does your MAIN responsibility this year lie?

☐ Primary (K to III)	☐ Senior High (X to XII)	☐ Junior and Senior High
☐ Intermediate (IV to VI)	☐ Both Primary and Intermediate	☐ Elementary, Jr. and Sr. High
☐ Junior High (VII to IX)	☐ Elementary and Junior High	☐ Junior College

3. In which GRADE do you do MOST teaching this year?

☐ One	☐ Five	☐ Nine	☐ Kindergarten	☐ Equally in 2 or more Sr. High grades
☐ Two	☐ Six	☐ Ten	☐ Equally in 2 or more Elementary grades	☐ Junior College
☐ Three	☐ Seven	☐ Eleven	☐ Equally in 2 or more Jr. High grades	☐ No regular teaching
☐ Four	☐ Eight	☐ Twelve		

4. How many HOURS PER WEEK do you spend IN CLASSROOM TEACHING? (Exclude time spent counselling, supervising, etc.)

☐ None	☐ Over 5 to 10 hours	☐ Over 20 to 25 hours
☐ Under 2 hours	☐ Over 10 to 15 hours	☐ Over 25 to 30 hours
☐ 2 to 5 hours	☐ Over 15 to 20 hours	☐ Over 30 hours

5. What is the ENROLMENT of the LARGEST CLASS that you teach? If you supervise some pupils while teaching others, consider a class to be the total number of pupils for whom you have sole charge in your room at any one time.

☐ Under 10	☐ 16 to 20	☐ 26 to 30	☐ 36 to 40	☐ Over 45
☐ 11 to 15	☐ 21 to 25	☐ 31 to 35	☐ 41 to 45	☐ No regular classroom teaching

6. What is the ENROLMENT of the MEDIAN-SIZED (Middle-sized) CLASS you teach? Class defined as in Question 5. If you teach only one class, mark same response as in Question 5.

☐ Under 10	☐ 16 to 20	☐ 26 to 30	☐ 36 to 40	☐ Over 45
☐ 11 to 15	☐ 21 to 25	☐ 31 to 35	☐ 41 to 45	☐ No regular classroom teaching

7. What is the total number of DIFFERENT PUPILS that you teach in a week?

☐ Under 30 pupils	☐ 50 to 99 pupils	☐ 200 to 299 pupils	☐ No regular teaching
☐ 30 to 39 pupils	☐ 100 to 149 pupils	☐ 300 to 399 pupils	
☐ 40 to 49 pupils	☐ 150 to 199 pupils	☐ 400 or more	

A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
A	B	C	D	E	F	G	H	I	J										
1	2	3	4	5	6	7	8	9	10	2									

8. In what TYPE OF SCHOOL do you work? For question 8 and 9 consider YOUR SCHOOL to be the organization under the direct responsibility of your Principal.

Not assigned to one school (ie., work in or from central office or in several schools).	Junior High School (has some or all of Grades VII or IX but no grades below VII or above IX).	Elementary and Junior High
Elementary (School has some or all of Grades I to VI, but no grade above VI).	Senior High School (School has some or all of Grades X to XII but no grades below X).	Elementary, Jr. and Sr. High
		Junior High and Senior High
		Other

9. How many TEACHERS (full-time equivalent) teach in the SCHOOL in which you teach? Include the principal and yourself.

1 Teacher	9 to 12 teachers	25 to 49 teachers	I am not assigned to one School
2 or 3 teachers	13 to 18 teachers	50 to 99 teachers	
4 to 8 teachers	19 to 24 teachers	100 or more teachers	

10. By what TYPE OF ADMINISTRATIVE UNIT are you employed? If by a Division or County, mark the first alternative. If by an Independent (Non-Divisional) District, mark an alternative other than "School Division or County".

School Division or County	Rural School Dist. (not RC Sep.)	Federal Indian School
City District (not RC Sep.)	City District (RC Sep.)	D.N.D. School
Town District (not RC Sep.)	Town District (RC Sep.)	Private School
Village District (not RC Sep.)	Village or Rural Dist. (RC Sep.)	Other
Consolidated Dist. (not RC Sep.)	Regional High School District	

11. What is the EXTENT of your TOTAL ACADEMIC and PROFESSIONAL PREPARATION BEYOND HIGH SCHOOL?

Less than a 1-year program (7 mos.) in a Normal School, Teachers' College or University.	Three complete years but less than four in a University and/or Teachers' College.	Five complete years but less than six in a University and/or Teachers' College.
Standard 1-year program (7 mos. or more) in a Normal School, Teachers' College or University.	Four complete years but less than five in a University and/or Teachers' College.	Six or more complete years in a University and/or Teachers' College.
Two complete years but less than three in a University and/or Teachers' College.		

12. For how many years of teacher education are you paid?

1 year but less than 2	4 years but less than 5	7 years or more
2 years but less than 3	5 years but less than 6	Years of teacher education are not used to calculate my salary.
3 years but less than 4	6 years but less than 7	

13. WHERE did you obtain your EARLIEST CERTIFICATION FOR TEACHING?

In Alberta	In England, Scotland or Wales	In Australia or New Zealand
In Saskatchewan	In the United States of America	In Asia
In another Canadian province	In Continental Europe	Somewhere not listed here

14. What is the HIGHEST UNIVERSITY DEGREE you hold?

No Degree	B. Sc.	Two or more Bachelor degrees	Other Master's
B. Ed.	Other Bachelor's Degree	M. Ed.	Ed. D. or Ph. D.
B. A.			Other

15. In what year, since starting to teach, did you last attend a university full-time (winter) session?

Before 1945	1950 to 1954	1960 to 1964	1966	1968
1945 to 1949	1955 to 1959	1965	1967	Never

A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10 3

16. In what year, since starting to teach, did you last attend a credit course at a UNIVERSITY SUMMER SCHOOL or UNIVERSITY EVENING CREDIT PROGRAM?

Before 1945	1950 to 1954	1960 to 1964	1966	1968
1945 to 1949	1955 to 1959	1965	1967	Never

17. In what year, since starting to teach, did you LAST attend a NON-CREDIT course of at least 5 days' duration or 10 evenings or equivalent? (Include Short Course for Principals or similar non-credit summer or evening courses).

Before 1945	1950 to 1954	1960 to 1964	1966	1968
1945 to 1949	1955 to 1959	1965	1967	Never

18. For which area of specialization do you consider yourself MOST adequately prepared?

Reading	Mathematics	Home Economics	Vocational Subjects (Other than Business)
Social Studies	Science	Libraries	Counselling-Psych.
English	Fine Arts	Industrial Arts	Administration
French	Physical Education	Business Education	Exceptional Children
Language (Other than French or English)	Teaching or super-vising Grades 1-2-3	Teaching or super-vising Grades 4-5-6	Other

19. How many university undergraduate courses (or equivalent) have you completed in your specialization marked in 18?

1	2	3	4	5	6	7	8 or more	None
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20. How many university graduate courses have you completed in your specialization chosen in 18?

1	2	3	4	5	6	7	8 or more	None
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21. Which is your second field of specialization?

Reading	Mathematics	Home Economics	Vocational Subjects (Other than Business)
Social Studies	Science	Libraries	Counselling-Psych.
English	Fine Arts	Industrial Arts	Administration
French	Physical Education	Business Education	Exceptional Children
Language (Other than French or English)	Teaching or super-vising grades 1-2-3	Teaching or super-vising grades 4-5-6	No second field of specialization
			Other

22. How many university courses (or equivalent) have you completed in your specialization marked in 21?

1	2	3	4	5	6	7	8 or more	None
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23. Which field are you mainly assigned to during the PRESENT SCHOOL YEAR?

Reading	Mathematics	Home Economics	Vocational Subjects (Other than Business)
Social Studies	Science	Libraries	Counselling-Psych.
English	Fine Arts	Industrial Arts	Administration
French	Physical Education	Business Education	Exceptional Children
Language (Other than French or English)	Teaching or super-vising grades 1-2-3	Teaching or super-vising grades 4-5-6	Other

24. What proportion of your teaching week is devoted to the field you have marked in question 23?

Less than 10%	From 10 to 24%	From 25 to 49%	From 50 to 74%	From 75 to 89%	90%-plus
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25. How many university courses (or equivalent) have you completed in the area of concentration marked in question 23?

1	2	3	4	5	6	7	8 or more	None
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A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10

A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 4

26. You may be assigned to more than one field this school year. Which is your **SECOND FIELD OF CONCENTRATION**?

Reading	Mathematics	Home Economics	Vocational Subjects (Other than Business)
Social Studies	Science	Libraries	Counselling-Psych.
English	Fine Arts	Industrial Arts	Administration
French	Physical Education	Business Education	Exceptional Children
Language (Other than English or French)	Teaching or supervising grades 4-5-6	Teaching or supervising grades 1-2-3	No second field of concentration
			Other

27. What proportion of your teaching week is devoted to the field you have marked in Question 26?

Less than 10%	From 10 to 24%	From 25 to 49%
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28. How many university courses (or equivalent) have you completed in the area of concentration marked in question 26?

1	2	3	4	5	6	7	8 or more	None
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29. In which field would you **PREFER** to work?

Reading	Mathematics	Home Economics	Vocational Subjects (Other than Business)
Social Studies	Science	Libraries	Counselling-Psych.
English	Fine Arts	Industrial Arts	Administration
French	Physical Education	Business Education	Exceptional Children
Language (Other than English or French)	Teaching or supervising grades 4-5-6	Teaching or supervising grades 1-2-3	Other

30. How many university courses (or equivalent) have you completed in the field of preference marked in question 29?

1	2	3	4	5	6	7	8 or more	None
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31. How many different courses or subjects do you teach? (Elementary teachers count reading, art, etc. separately)

1	2	3	4	5	6	7	8 or more	none regularly
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32. Counting the present school year, what is your **TOTAL NUMBER of SCHOOL YEARS** of full-time experience in the field of education as a teacher, administrator, counsellor, etc.

1	3-4	10-14	20-24	Over 34
2	5-9	15-19	25-34	

33. Counting the present year, what is the number of years of full-time experience you have had **IN THE SCHOOL SYSTEM** where you are now employed?

1	3-4	10-14	20-24	Over 34
2	5-9	15-19	25-34	

34. Counting the present year, what is the number of years of full-time experience you have had in the **SCHOOL** where you now hold a position?

1	3-4	10-14	20-24	N/A
2	5-9	15-19	Over 24	

35. Since you began teaching, in how many **DIFFERENT** school systems have you taught full time?

1	2	3	4	5	Over 5
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36. Since you began teaching, in how many **DIFFERENT** schools have you taught full time?

1	3	5	7-10
2	4	6	Over 10

A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10
 A 1 B 2 C 3 D 4 E 5 F 6 G 7 H 8 I 9 J 10 5

37. How many breaks of at least 1 school year have there been in your full-time teaching service?

☐ 1	☐ 2	☐ 3	☐ Over 3	☐ None
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38. What was the PRIMARY REASON for your most recent break in your teaching service?

☐ Further Study	☐ Marriage or full-time homemaking	☐ Forced resignation from teaching
☐ Ill Health	☐ Maternity or child rearing	☐ Other
☐ Non-teaching employment	☐ Husband transferred or moved	☐ No Breaks
☐ Military Service		

39. What is the TOTAL NUMBER OF YEARS AWAY FROM TEACHING referred to in question 37?

☐ 1	☐ 3-4	☐ 10-14	☐ 20-24	☐ None
☐ 2	☐ 5-9	☐ 15-19	☐ Over 24	

40. What were you doing in MARCH, 1968?

☐ Teaching in another Alberta system	☐ Working in education but not as a classroom teacher	☐ Working in a position in a field outside of education
☐ Teaching in this system	☐ Attending university or college	☐ Unemployed and seeking work
☐ Teaching outside Alberta	☐ Homemaking	☐ Other

41. What were you doing in MARCH, 1967?

☐ Teaching in another Alberta system	☐ Working in education but not as a classroom teacher	☐ Working in a position in a field outside of education
☐ Teaching in this system	☐ Attending university or college	☐ Unemployed and seeking work
☐ Teaching outside Alberta	☐ Homemaking	☐ Other

42. What do you expect to do in the SCHOOL YEAR 1969-70?

☐ Teach in another Alberta system	☐ Work in education but not as a classroom teacher	☐ Attend university full time for further training in teaching
☐ Teach in this system	☐ Work in a non-teaching position	☐ Be a full time homemaker
☐ Teach outside of Alberta	☐ Study full time in a field outside of teaching	☐ Other

43. Do you plan to REMAIN in the field of education until retirement?

☐ Yes	☐ Undecided, probably will	☐ Undecided, probably will not	☐ No
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44. Does your school have full or part-time clerical personnel (typist, filing clerk, etc.)?

☐ Yes, on a full-time basis and available to assist me	☐ Yes, on a part-time basis and available to assist me	☐ I am not assigned to one school or question does not apply
☐ Yes, on a full-time basis but not available to assist me	☐ Yes, on a part-time basis but not available to assist me	☐ No

45. What was your average use of clerical personnel in your school since September 1, 1968?

☐ Less than 1 hr/wk	☐ 3 to 5 hrs/wk	☐ 11 to 20 hrs/wk	☐ Over 40 hrs/wk
☐ 1 or 2 hrs/wk	☐ 6 to 10 hrs/wk	☐ 21 to 40 hrs/wk	☐ None or N/A

46. What was your average use of teacher aides (non-certificated teachers' assistants other than clerical assistants) since September 1, 1968?

☐ None in this school	☐ 1 or 2 hrs/wk	☐ 11 to 20 hrs/wk	☐ Teacher aides are in the school but not available to assist me
☐ Less than 1 hr/wk	☐ 3 to 5 hrs/wk	☐ Over 20 hrs/wk	☐ Question does not apply
	☐ 6 to 10 hrs/wk		

A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	F	G	H	I	J
A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	F	G	H	I	J
A	B	C	D	E	F	G	H	I	J										

47. What was the extent, since September 1, 1968, of your use of consultative or advisory personnel who "specialize" in the subject(s) you teach?

I do no regular teaching	Available, not used	3 to 5 times	11 to 20 times
None available	Once or twice	6 to 10 times	Over 20 times

48. How many student referrals were made by you to the counsellor or guidance officer since September 1, 1968?

I do no regular teaching	Available, no referrals	3 to 5 referrals	11 to 20 referrals
None available	1 or 2 referrals	6 to 10 referrals	Over 20 referrals

49. To what extent did you use ability grouping as initiated by yourself since September 1, 1968?

I do no regular teaching	Five or fewer times	11 times to $\frac{1}{4}$ time	$\frac{1}{2}$ to $\frac{3}{4}$ of the time
No grouping used	6 to 10 times	$\frac{1}{4}$ to $\frac{1}{2}$ of the time	Over $\frac{3}{4}$ of the time

50. How often since September 1, 1968, did you use small groups in your teaching (other than ability grouping)?

I do no regular teaching	Once or twice	6 to 10 times	Over 20 times
None	3 to 5 times	11 to 20 times	

51. How often since September 1, 1968, did your students engage in projects of their own choosing during class time?

I do no regular teaching	Once or twice	6 to 10 times	Over 20 times
None	3 to 5 times	11 to 20 times	

52. What proportion of teaching time did you devote to team teaching (i.e., joint planning and instruction of two or more regular-sized classes of students) since September 1, 1968?

I do no regular teaching	Less than 10%	26 to 50%	76 to 95%
No involvement	10 to 25%	51 to 75%	Full time

53. Does your school have a library available to an entire class during regular class time?

Yes, with a librarian who spends considerably more than half-time in the library	Yes, with a part-time librarian who spends about half-time in the library	Yes, with a part-time librarian who spends one-quarter time or less in the library
Yes, but with no person designated as librarian	Question does not apply	No

54. How many times, since September 1, 1968, have you arranged for your class(es) to use the library during the school day as part of classroom activity?

Question does not apply	Once or twice	6 to 10 times	Over 20 times
Did not use	3 to 5 times	11 to 20 times	

55. How many times, since September 1, 1968, have you scheduled class activities in the material resources centre (other than the library)?

Question does not apply	No resources centre	3 to 5 times	11 to 20 times
Did not use	Once or twice	6 to 10 times	Over 20 times

56. Please indicate your SEX.

☐ Male	☐ Female
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57. Please indicate your MARITAL STATUS.

☐ Single	☐ Married
☐ Widowed, divorced, or separated	☐ Member of an R.C. religious order

58. Annual salary (before deductions) in effect in September.

Under \$2,000	\$10,001 to \$12,000
\$2,000 to \$4,000	\$12,001 to \$14,000
\$4,001 to \$6,000	\$14,001 to \$16,000
\$6,001 to \$8,000	Over \$16,000
\$8,001 to \$10,000	

59. What is your AGE (nearest birthday)?

Under 21	31 to 35	46 to 55
21 to 25	36 to 40	56 to 65
26 to 30	41 to 45	Over 65

APPENDIX B

FREQUENCIES AND PERCENT FREQUENCIES
OF REPLIES FOR ALL ITEMS
OF THE QUESTIONNAIRE

FREQUENCIES AND PERCENT FREQUENCIES
OF REPLIES FOR ALL ITEMS
OF THE QUESTIONNAIRE

1. Which of the following most nearly describes the position you hold in your school this year?

	f	%f
1. Classroom teacher, giving all or nearly all of time to classroom teaching	4969	80.4
2. Part-time, temporary, or substitute teacher	147	2.4
3. Department Head, grade coordinator or consultant assigned to one school	222	3.6
4. Counsellor, teaching half-time or more	101	1.6
5. Counsellor, teaching less than half-time or not teaching	23	0.4
6. Librarian, teaching half-time or more	28	0.5
7. Librarian, teaching less than half-time or not teaching	20	0.3
8. Vice-principal or assistant principal, teaching half-time or more	371	6.0
9. Vice-principal or assistant principal, teaching less than half-time or not teaching	19	0.3
10. Principal, teaching half-time or more	150	2.4
11. Principal, teaching less than half-time	20	0.3
12. Non-teaching principal	-	-

	f	%f
13. Director or coordinator of a special service (personnel, A/V materials, research, public relations, etc.) working or from the district, division or county office	2	0.0
14. Supervisor, coordinator or consultant of a subject field, grade(s) or division(s) working in or from the district, division or county office	4	0.1
15. Counsellor or psychologist working in or from the district, division, or county office	-	-
16. Coordinator or consultant of a subject field or grade(s) assigned to two or more schools (not working from the district, division or county office)	23	0.4
17. Superintendent	-	-
18. Assistant or deputy superintendent	-	-
19. Other	68	1.1
20. Blank	12	0.2
TOTAL	6179	100.0

2. In which DIVISION(S) does your MAIN responsibility this year lie?

	f	%f
1. Primary (K to III)	0	0.0
2. Intermediate (IV to VI)	0	0.0
3. Junior High (VII to IX)	2982	48.3
4. Senior High (X to XII)	2613	42.3
5. Both Primary and Intermediate	0	0.0
6. Elementary and Junior High	0	0.0

	f	%f
7. Junior and Senior High	584	9.5
8. Elementary, Jr. and Sr. High	0	0.0
9. Junior College (High School and Junior College)	0	0.0
10. Blank	0	0.0
TOTAL	6179	100.0

3. In which GRADE do you do MOST teaching this year?

	f	%f
1. One	-	-
2. Two	1	0.0
3. Three	1	0.0
4. Four	3	0.0
5. Five	1	0.0
6. Six	4	0.1
7. Seven	803	13.0
8. Eight	738	11.9
9. Nine	974	15.8
10. Ten	836	13.5
11. Eleven	565	9.1
12. Twelve	568	9.2
13. Kindergarten	-	-
14. Equally in 2 or more Elementary grades	4	0.1
15. Equally in 2 or more Jr. High grades	744	12.0
16. Equally in 2 or more Sr. High grades	913	14.8
17. Junior College	1	0.0

	f	%f
18. No regular teaching	11	0.2
19. Blank	12	0.2
TOTAL	6179	100.0

4. How many HOURS PER WEEK do you spend IN CLASSROOM TEACHING?
(Exclude time spent counselling, supervising, etc.)

	f	%f
1. None	-	-
2. Under 2 hours	-	-
3. 2 to 5 hours	-	-
4. Over 5 to 10 hours	-	-
5. Over 10 to 15 hours	437	7.1
6. Over 15 to 20 hours	1146	18.5
7. Over 20 to 25 hours	2933	47.5
8. Over 25 to 30 hours	1239	20.1
9. Over 30 hours	424	6.9
10. Blank	-	-
TOTAL	6179	100.0

5. What is the ENROLMENT of the LARGEST CLASS that you teach?
If you supervise some pupils while teaching others, consider a class to be the total number of pupils for whom you have sole charge in your room at any one time.

	f	%f
1. Under 10	21	0.3
2. 11 to 15	134	2.2
3. 16 to 20	509	8.2
4. 21 to 25	699	11.3
5. 26 to 30	1471	23.8

	f	%f
6. 31 to 35	2381	38.5
7. 36 to 40	717	11.6
8. 41 to 45	120	1.9
9. Over 45	89	1.4
10. No regular classroom teaching	6	0.1
11. Blank	32	0.5
TOTAL	6179	100.0

6. What is the ENROLMENT of the MEDIAN-SIZED (Middle-sized) CLASS you teach? Class defined as in Question 5. If you teach only one class, mark same response as in Question 5.

	f	%f
1. Under 15	722	11.7
2. 16 to 25	2536	41.0
3. over 25	2880	46.6
4. Blank	41	0.7
TOTAL	6179	100.0

7. What is the total number of DIFFERENT PUPILS that you teach in a week?

	f	%f
1. Under 50 pupils	508	8.2
2. 50 to 99 pupils	1766	28.6
3. 100 to 149 pupils	1855	30.0
4. 150 to 199 pupils	1345	21.8
5. 200 to 299 pupils	538	8.7
6. 300 or more pupils	137	2.2
7. Blank	30	0.5
TOTAL	6179	100.0

8. In what TYPE OF SCHOOL do you work? For questions 8 and 9 consider YOUR SCHOOL to be the organization under the direct responsibility of your Principal.

	f	%f
1. Not assigned to one school (i.e. work in or from central office or in several schools)	19	0.3
2. Elementary (School has some or all of Grades I to VI, but no grade above VI)	2	0.0
3. Junior high school (has some or all of grades VII or IX but no grades below VII or above IX)	1241	20.1
4. Senior high school (School has some or all grades X to XII but no grades below X)	1829	29.6
5. Elementary and junior high	1101	17.8
6. Elementary, junior and senior high	856	13.9
7. Junior high and senior high	1047	16.9
8. Other	74	1.2
9. Blank	10	0.2
TOTAL	6179	100.0

9. How many TEACHERS (full-time equivalent) teach in the SCHOOL in which you teach? Include the principal and yourself.

	f	%f
1. 1 teacher	-	-
2. 2 or 3 teachers	5	0.1
3. 4 to 8 teachers	166	2.7
4. 9 to 12 teachers	438	7.1
5. 13 to 18 teachers	1045	16.9
6. 19 to 24 teachers	922	14.9
7. 25 to 49 teachers	2287	37.0

	f	%f
8. 50 to 99 teachers	1035	16.8
9. 100 or more teachers	207	3.4
10. I am not assigned to one School	20	0.3
11. Blank	54	0.9
TOTAL	6179	100.0

10. By what TYPE OF ADMINISTRATIVE UNIT are you employed?
 If by a Division or County, mark the first alternative.
 If by an Independent (Non-Divisional) District, mark an
 alternative other than "School Division or County."

	f	%f
1. School Division or County	2909	47.1
2. City Districts	2912	47.1
3. Other Independent School Districts	358	5.8
4. Blank	-	-
TOTAL	6179	100.0

11. What is the extent of your TOTAL ACADEMIC and PROFES-
 SIONAL PREPARATION beyond HIGH SCHOOL?

	f	%f
1. Less than 1-year program (7 mos.) in Normal School, Teachers' College or University	9	0.1
2. Standard 1-year program (7 mos.) or more in a Normal School, Teachers' College or University	284	4.6
3. Two complete years but less than three in a University and/or Teachers' College	717	11.6
4. Three complete years but less than four in a University and/ or Teachers' College	724	11.7

	f	%f
5. Four complete years but less than five in a University and/or Teachers' College	2684	43.4
6. Five complete years but less than six in a University and/or Teachers' College	1127	18.2
7. Six or more complete years in a University and/or Teachers' College	621	10.1
8. Blank	13	0.2
TOTAL	6179	100.0

12. For how many years of teacher education are you paid?

	f	%f
1. 1 year but less than 2	348	5.6
2. 2 years but less than 3	775	12.5
3. 3 years but less than 4	709	11.5
4. 4 years but less than 5	2612	42.3
5. 5 years but less than 6	1012	16.4
6. 6 years but less than 7	455	7.4
7. 7 years or more	233	3.8
8. Years of teacher education are not used to calculate my salary	16	0.3
9. Blank	19	0.3
TOTAL	6179	100.0

13. Where did you obtain your EARLIEST CERTIFICATION FOR TEACHING?

	f	%f
1. In Alberta	4133	66.9
2. In Saskatchewan	771	12.5

	f	%f
3. In another Canadian province	448	7.3
4. In England, Scotland or Wales	246	4.8
5. In the United States of America	283	4.6
6. In Continental Europe	29	0.5
7. In Australia or New Zealand	125	2.0
8. In Asia	68	1.1
9. Somewhere not listed here	58	0.9
10. Blank	18	0.3
TOTAL	6179	100.0

14. What is the HIGHEST UNIVERSITY DEGREE you hold?

	f	%f
1. No Degree	1759	28.5
2. B. Ed.	1985	32.1
3. B.A.	614	9.9
4. B. Sc.	382	6.2
5. Other Bachelor's Degree	149	2.4
6. Two or more Bachelor's Degrees	820	13.3
7. M. Ed.	159	2.6
8. Other Master's	213	3.4
9. Ed. D. or Ph. D.	11	0.2
10. Other	53	0.9
11. Blank	34	0.6
TOTAL	6179	100.0

15. In what year, since starting to teach, did you last attend a university full-time (winter) session?

	f	%f
1. Before 1945	313	5.1
2. 1945 to 1949	279	4.5
3. 1950 to 1954	267	4.3
4. 1955 to 1959	345	5.6
5. 1960 to 1964	1041	16.8
6. 1965	389	6.3
7. 1966	451	7.3
8. 1967	616	10.0
9. 1968	596	9.6
10. Never	1845	29.9
11. Blank	37	0.6
TOTAL	6179	100.0

16. In what year, since starting to teach, did you last attend a credit course at a UNIVERSITY SUMMER SCHOOL or UNIVERSITY EVENING CREDIT PROGRAM?

	f	%f
1. Before 1945	102	1.7
2. 1945 to 1949	81	1.3
3. 1950 to 1954	131	2.1
4. 1955 to 1959	190	3.1
5. 1960 to 1964	731	11.8
6. 1965	344	5.6
7. 1966	485	7.8
8. 1967	672	10.9
9. 1968	2027	32.8

	f	%f
10. Never	1371	22.2
11. Blank	45	0.7
TOTAL	6179	100.0

17. In what year, since starting to teach, did you last attend a NON-CREDIT course of at least 5 days' duration or 10 evenings or equivalent? (Include Short Course for Principals or similar non-credit summer or evening course).

	f	%f
1. Before 1945	45	0.7
2. 1945 to 1949	24	0.4
3. 1950 to 1954	24	0.4
4. 1955 to 1959	85	1.4
5. 1960 to 1964	418	6.8
6. 1965	307	5.0
7. 1966	383	6.2
8. 1967	580	9.4
9. 1968	881	14.3
10. Never	3266	52.9
11. Blank	166	2.7
TOTAL	6179	100.0

18. For which area of specialization do you consider yourself MOST adequately prepared?

	f	%f
1. Reading	27	0.4
2. Social Studies	1215	19.7
3. English	890	14.4
4. French	340	5.5
5. Language (Other than French or English)	40	0.6

	f	%f
6. Mathematics	588	13.8
7. Science	899	14.5
8. Fine Arts	241	3.9
9. Physical Education	393	6.4
10. Teaching or supervising grades 1-2-3 (Teaching grades 1-2-3)	18	0.3
11. Home Economics	286	4.6
12. Libraries	17	0.3
13. Industrial Arts	257	4.2
14. Business Education	306	5.0
15. Teaching or supervising grades 4-5-6 (Teaching grades 4-5-6)	36	0.6
16. Vocational Subjects (Other than Business)	204	3.3
17. Counselling-Psychology	85	1.4
18. Administration	49	0.8
19. Exceptional Children	21	0.3
TOTAL	6179	100.0

19. How many university undergraduate courses (or equivalent) have you completed in your specialization marked in 18?

	f	%f
1. 1	174	2.8
2. 2	281	4.5
3. 3	425	6.9
4. 4	679	11.0
5. 5	728	11.8
6. 6	684	11.1
7. 7	472	7.6

	f	%f
8. 8 or more	2168	35.1
9. None	302	4.9
10. Blank	266	4.3
TOTAL	6179	100.0

20. How many university graduate courses have you completed in your specialization chosen in 18?

	f	%f
1. 1	343	5.6
2. 2	288	4.7
3. 3	229	3.7
4. 4	185	3.0
5. 5	123	2.0
6. 6	128	2.1
7. 7	45	0.7
8. 8 or more	335	5.4
9. None	4104	66.4
10. Blank	399	6.5
TOTAL	6179	100.0

21. Which is your second field of Specialization?

	f	%f
1. Reading	81	1.3
2. Social Studies	795	12.9
3. English	954	15.4
4. French	249	4.0
5. Language (Other than French or English)	144	2.3

	f	%f
6. Mathematics	719	11.6
7. Science	869	14.1
8. Fine Arts	249	4.0
9. Physical Education	241	3.9
10. Teaching or supervising Grades 1-2-3	23	0.4
11. Home Economics	37	0.6
12. Libraries	40	0.6
13. Industrial Arts	63	1.0
14. Business Education	106	1.7
15. Teaching or supervising Grades 4-5-6	28	0.5
16. Vocational Subjects (Other than Business)	68	1.1
17. Counselling-Psychology	297	4.8
18. Administration	118	1.9
19. Exceptional Children	19	0.3
20. No second field	919	14.9
21. Other	160	2.6
22. Blank	-	-
TOTAL	6179	100.0

22. How many university courses (or equivalent) have you completed in your specialization marked in 21?

	f	%f
1. 1	504	8.2
2. 2	880	14.2
3. 3	1095	17.7
4. 4	932	15.1

	f	%f
5. 5	482	7.8
6. 6	309	5.0
7. 7	142	2.3
8. 8 or more	538	8.7
9. None	1138	18.4
10. Blank	159	2.6
TOTAL	6179	100.0

23. Which field are you mainly assigned to during the present school year?

	f	%f
1. Reading	44	0.7
2. Social Studies	937	15.2
3. English	1139	18.4
4. French	342	5.5
5. Language (Other than French or English)	29	0.5
6. Mathematics	911	14.7
7. Science	939	15.2
8. Fine Arts	194	3.1
9. Physical Education	370	6.0
10. Teaching or supervising grades 1-2-3	1	0.0
11. Home Economics	256	4.1
12. Libraries	28	0.5
13. Industrial Arts	243	3.9
14. Business Education	363	5.9
15. Teaching or supervising grades 4-5-6	-	-

	f	%f
16. Vocational Subjects (Other than Business)	212	3.4
17. Counselling-Psychology	61	1.0
18. Administration	64	1.0
19. Exceptional Children	46	0.7
20. Other	-	-
21. Blank	0	0
TOTAL	6179	100.0

24. What proportion of your teaching week is devoted to the field you have marked in Question 23?

	f	%f
1. Less than 10%	56	0.9
2. From 10 to 24%	118	1.9
3. From 25 to 49%	933	15.1
4. From 50 to 74%	1827	29.6
5. From 75 to 89%	839	13.6
6. 90% - plus	2395	38.8
7. Blank	11	0.2
TOTAL	6179	100.0

25. How many university courses (or equivalent) have you completed in the area of concentration marked in Question 23?

1. 1	437	7.1
2. 2	468	7.6
3. 3	539	8.7
4. 4	620	10.0
5. 5	572	9.3

	f	%f
6. 6	576	9.3
7. 7	414	6.7
8. 8 or more	1995	32.3
9. None	502	8.1
10. Blank	56	0.9
TOTAL	6179	100.0

26. You may be assigned to more than one field this school year. Which is your SECOND FIELD OF CONCENTRATION?

	f	%f
1. Reading	204	3.3
2. Social Studies	543	8.8
3. English	804	13.0
4. French	163	2.6
5. Language (Other than English or French)	77	1.2
6. Mathematics	586	9.5
7. Science	667	10.8
8. Fine Arts	312	5.0
9. Physical Education	306	5.0
10. Teaching or supervising Grades 4-5-6	24	0.4
11. Home Economics	17	0.3
12. Libraries	43	0.7
13. Industrial Arts	31	0.5
14. Business Education	121	2.0
15. Teaching or supervising Grades 1-2-3	4	0.1

	f	%f
16. Vocational Subjects (other than Business)	57	0.9
17. Counselling-Psychology	207	3.4
18. Administration	197	3.2
19. Exceptional Children	10	0.2
20. Other	1806	29.2
21. No second field of concentration	-	-
22. Blank	0	0
TOTAL	6179	100.0

27. What proportion of your teaching week is devoted to the field you have marked in Question 26?

	f	%f
1. Less than 10%	2327	37.7
2. From 10 to 24%	1557	25.2
3. From 25 to 49%	1812	29.3
4. Blank	483	7.8
TOTAL	6179	100.0

28. How many university courses (or equivalent) have you completed in the area of concentration marked in Question 26?

	f	%f
1. 1	748	12.1
2. 2	630	10.2
3. 3	598	9.7
4. 4	524	8.5
5. 5	322	5.2
6. 6	207	3.4
7. 7	105	1.7

	f	%f
8. 8 or more	426	6.9
9. None	2179	35.3
10. Blank	440	7.1
TOTAL	6179	100.0

29. In which field would you PREFER to work?

	f	%f
1. Reading	38	0.6
2. Social Studies	987	16.0
3. English	821	13.3
4. French	298	4.8
5. Language (Other than English or French)	47	0.8
6. Mathematics	974	15.8
7. Science	808	13.1
8. Fine Arts	260	4.2
9. Physical Education	347	5.6
10. Teaching or supervising Grades 4-5-6	40	0.6
11. Home Economics	256	4.1
12. Libraries	64	1.0
13. Industrial Arts	205	3.3
14. Business Education	297	4.8
15. Teaching or supervising Grades 1-2-3	14	0.2
16. Vocational Subjects (Other than Business)	187	3.0
17. Counselling-Psychology	228	3.7
18. Administration	233	3.8

	f	%f
19. Exceptional Children	38	0.6
20. Other	37	0.6
21. Blank	0	0
TOTAL	6179	100.0

30. How many university courses (or equivalent) have you completed in the field of preference marked in Question 29?

	f	%f
1. 1	348	5.6
2. 2	428	6.9
3. 3	513	8.3
4. 4	624	10.1
5. 5	629	10.2
6. 6	597	9.7
7. 7	429	6.9
8. 8 or more	2022	32.7
9. None	482	7.8
10. Blank	107	1.7
TOTAL	6179	100.0

31. How many different courses or subjects do you teach?
(Elementary teachers count reading, art, etc., separately)

	f	%f
1. 1	522	8.4
2. 2	1101	17.8
3. 3	1602	25.9
4. 4	1059	17.1
5. 5	676	10.9

	f	%f
6. 6	368	6.0
7. 7	277	4.5
8. 8 or more	413	6.7
9. none regularly	113	1.8
10. Blank	48	0.8
TOTAL	6179	100.0

32. Counting the present school year, what is your TOTAL NUMBER of SCHOOL YEARS of full-time experience in the field of education as a teacher, administrator, counsellor, etc.?

	f	%f
1. 1	663	10.7
2. 2	577	9.3
3. 3-4	991	16.0
4. 5-9	1596	25.8
5. 10-14	751	12.2
6. 15-19	557	9.0
7. 20-24	399	6.5
8. 25-34	411	6.7
9. over 34	184	3.0
10. Blank	50	0.8
TOTAL	6179	100.0

33. Counting the present year, what is the number of years of full-time experience you have had IN THE SCHOOL SYSTEM where you are now employed?

	f	%f
1. 1	1556	25.2
2. 2	1076	17.4

	f	%f
3. 3-4	1122	18.2
4. 5-9	1263	20.4
5. 10-14	580	9.4
6. 15-19	265	4.3
7. 20-24	151	2.4
8. 25-34	106	1.7
9. over 34	25	0.4
10. Blank	35	0.6
TOTAL	6179	100.0

34. Counting the present year, what is the number of years of full-time experience you have had in the SCHOOL where you now hold a position

	f	%f
1. 1	2096	33.9
2. 2	1224	19.8
3. 3-4	1140	18.4
4. 5-9	970	15.7
5. 10-14	422	6.8
6. 15-19	164	2.7
7. 20-24	60	1.0
8. Over 24	41	0.7
9. N/A	38	0.6
10. Blank	24	0.4
TOTAL	6179	100.0

35. Since you began teaching, in how many DIFFERENT school systems have you taught full time?

	f	%f
1. 1	2324	37.6

	f	%f
2. 2	1490	24.1
3. 3	1024	16.6
4. 4	547	8.9
5. 5	307	5.0
6. Over 5	445	7.2
7. Blank	42	0.7
TOTAL	6179	100.0

36. Since you began teaching, in how many DIFFERENT schools have you taught full-time?

	f	%f
1. 1	1605	26.0
2. 2	1213	19.6
3. 3	983	15.9
4. 4	682	11.0
5. 5	533	8.6
6. 6	397	6.4
7. 7-10	590	9.5
8. Over 10	146	2.4
9. Blank	30	0.5
TOTAL	6179	100.0

37. How many breaks of at least 1 school year have there been in your full-time teaching service?

	f	%f
1. 1	1559	25.2
2. 2	558	9.0
3. 3	187	3.0
4. Over 3	252	4.1

	f	%f
5. None	3561	57.6
6. Blank	62	1.0
TOTAL	6179	100.0

38. What was the PRIMARY REASON for your most recent break in your teaching service?

	f	%f
1. Further Study	1141	18.5
2. Ill Health	72	1.2
3. Non-teaching Employment	271	4.4
4. Military Service	133	2.2
5. Marriage or Full-time Homemaking	380	6.1
6. Maternity or Child Rearing	339	5.5
7. Husband transferred or moved	44	0.7
8. Forced resignation from teaching	3	0.0
9. Other	240	3.9
10. No Breaks	3433	55.6
11. Blank	123	2.0
TOTAL	6179	100.0

39. What is the TOTAL NUMBER OF YEARS AWAY FROM TEACHING referred to in Question 37?

	f	%f
1. 1	860	13.9
2. 2	404	6.5
3. 3-4	408	6.6
4. 5-9	413	6.7
5. 10-14	217	3.5
6. 15-19	137	2.2
7. 20-24	77	1.2

	f	%f
8. Over 24	31	0.5
9. None	3530	57.1
10. Blank	102	1.7
TOTAL	6179	100.0

40. What were you doing in MARCH, 1968? (last term)

	f	%f
1. Teaching in another Alberta system	394	6.4
2. Teaching in this system	4345	70.3
3. Teaching outside Alberta	349	5.6
4. Working in education, but not as a classroom teacher	27	0.4
5. Attending university or college	850	13.8
6. Homemaking	75	1.2
7. Working in a position in a field outside of education (working in a non-teaching position)	39	0.6
8. Unemployed and seeking work	3	0.0
9. Other	43	0.7
10. Blank	54	0.9
TOTAL	6179	100.0

41. What were you doing in MARCH, 1967 (two years ago)?

	f	%f
1. Teaching in another Alberta system	622	10.1
2. Teaching in this system	3382	54.7
3. Teaching outside Alberta	579	9.4

	f	%f
4. Working in education, but not as a classroom teacher	48	0.8
5. Attending university or college	1242	20.1
6. Homemaking	94	1.5
7. Working in a position in a field outside of education (working in a non-teaching position)	114	1.8
8. Unemployed and seeking work	2	0.0
9. Other	49	0.8
10. Blank	47	0.8
TOTAL	6179	100.0

42. What do you expect to do in the school year 1969-1970?

	f	%f
1. Teach in another Alberta system	322	5.2
2. Teach in this system	4802	77.7
3. Teach outside of Alberta	262	4.2
4. Work in education, but not as a classroom teacher	66	1.1
5. Work in a non-teaching position	57	0.9
6. Study full-time in a field outside of teaching	76	1.2
7. Attend university full-time for further training in teaching	250	4.0
8. Be a full-time homemaker	113	1.8
9. Other	163	2.6
10. Blank	68	1.1
TOTAL	6179	100.0

43. Do you plan to REMAIN in the field of education until retirement?

	f	%f
1. Yes	2483	40.2
2. Undecided, probably will	2142	34.7
3. Undecided, probably will not	893	14.5
4. No	612	9.9
5. Blank	49	0.8
TOTAL	6179	100.0

44. Does your school have full or part-time clerical personnel (typist, filing clerk, etc.)?

	f	%f
1. Yes, on a full-time basis and available to assist me	4034	65.3
2. Yes, on a full-time basis, but not available to assist me	807	13.1
3. Yes, on a part-time basis, but not available to assist me	876	14.2
4. Yes, on a part-time basis and available to assist me	190	3.1
5. I am not assigned to one school or question does not apply	12	0.2
6. No	197	3.2
7. Blank	63	1.0
TOTAL	6179	100.0

45. What was your average use of clerical personnel in your school since September 1, 1968?

	f	%f
1. Less than 1 hour/week	3322	53.8
2. 1 or 2 hours/week	1037	16.8
3. 3 to 5 hours/week	297	4.8
4. 6 to 10 hours/week	110	1.8

	f	%f
5. 11 to 20 hours/week	83	1.3
6. 21 to 40 hours/week	84	1.4
7. Over 40 hours/week	31	0.5
8. None or N/A	1158	18.7
9. Blank	57	0.9
TOTAL	6179	100.0

46. What was your average use of teacher aides (non-certified teachers' assistants other than clerical assistants) since September 1, 1968?

	f	%f
1. None in this school	4205	68.1
2. Less than 1 hour/week	463	7.5
3. 1 or 2 hours/week	161	2.6
4. 3 to 5 hours/week	73	1.2
5. 6 to 10 hours/week	42	0.7
6. 11 to 20 hours/week	31	0.5
7. Over 20 hours/week	35	0.6
8. Teacher aides are in the school, but not available to assist me	425	6.9
9. Question does not apply	688	11.1
10. Blank	56	0.9
TOTAL	6179	100.0

47. What was the extent, since September 1, 1968, of your use of consultive or advisory personnel who "specialize" in the subject(s) you teach?

	f	%f
1. I do no regular teaching	13	0.2
2. None available	2634	42.6

	f	%f
3. Available, not used	817	13.2
4. Once or twice	1444	23.4
5. 3 to 5 times	657	10.6
6. 6 to 10 times	305	4.9
7. 11 to 20 times	101	1.6
8. Over 20 times	127	2.1
9. Blank	81	1.3
TOTAL	6179	100.0

48. How many student referrals were made by you to the counsellor or guidance officer since September 1, 1968?

	f	%f
1. I do no regular teaching	19	0.3
2. None available	931	15.1
3. Available, no referrals	1680	27.2
4. 1 or 2 referrals	1651	26.7
5. 3 to 5 referrals	1194	19.3
6. 6 to 10 referrals	411	6.7
7. 11 to 20 referrals	118	1.9
8. Over 20 referrals	82	1.3
9. Blank	93	1.5
TOTAL	6179	100.0

49. To what extent did you use ability grouping as initiated by yourself since September 1, 1968?

	f	%f
1. I do no regular teaching	15	0.2
2. No grouping used	3816	61.8
3. Five or fewer times	1101	17.8

	f	%f
4. 6 to 10 times	300	4.9
5. 11 times to 1/4 time	263	4.3
6. 1/4 to 1/2 of the time	292	4.7
7. 1/2 to 3/4 of the time	141	2.3
8. Over 3/4 of the time	157	2.5
9. Blank	94	1.5
TOTAL	6179	100.0

50. How often since September 1, 1968, did you use small groups in your teaching (other than ability grouping)?

	f	%f
1. I do no regular teaching	10	0.2
2. None	1499	24.3
3. Once or twice	617	10.0
4. 3 to 5 times	928	15.0
5. 6 to 10 times	786	12.7
6. 11 to 20 times	607	9.8
7. Over 20 times	1644	26.6
8. Blank	88	1.4
TOTAL	6179	100.0

51. How often since September 1, 1968, did your students engage in projects of their own choosing during class time?

	f	%f
1. I do no regular teaching	12	0.2
2. None	1170	18.9
3. Once or twice	1358	22.0
4. 3 to 5 times	1683	27.2

	f	%f
5. 6 to 10 times	881	14.3
6. 11 to 20 times	408	6.6
7. Over 20 times	603	9.8
8. Blank	64	1.0
TOTAL	6179	100.0

52. What proportion of teaching time did you devote to team teaching (i.e. joint planning and instruction of two or more regular-sized classes of students) since September 1, 1968?

	f	%f
1. I do no regular teaching	20	0.3
2. No involvement	4862	78.7
3. Less than 10%	773	12.5
4. 10 to 25%	252	4.1
5. 26 to 50%	80	1.3
6. 51 to 75%	49	0.8
7. 76 to 95%	22	0.4
8. Full-time	66	1.1
9. Blank	55	0.9
TOTAL	6179	100.0

53. Does your school have a library available to an entire class during regular class time?

	f	%f
1. Yes, with a librarian who spends considerable more than half-time in the library	4111	66.5
2. Yes, with a part-time librarian who spends about half-time in the library	460	7.4

	f	%f
3. Yes, with a part-time librarian who spends one-quarter time or less in the library	716	11.6
4. Yes, but with no person designated as librarian	122	2.0
5. No	240	3.9
6. Question does not apply	489	7.9
7. Blank	41	0.7
TOTAL	6179	100.0

54. How many times, since September 1, 1968, have you arranged for your class(es) to use the library during the school day as part of classroom activity?

	f	%f
1. Question does not apply	659	10.7
2. Did not use	1743	28.2
3. Once or twice	589	9.5
4. 3 to 5 times	747	12.1
5. 6 to 10 times	724	11.7
6. 11 to 20 times	578	9.4
7. Over 20 times	1072	17.3
8. Blank	67	1.1
TOTAL	6179	100.0

55. How many times, since September 1, 1968, have you scheduled class activities in the material resources centre (other than the library)?

	f	%f
1. Question does not apply	1591	25.7
2. Did not use	1249	20.2
3. No resource centre	2299	37.2

	f	%f
4. Once or twice	230	3.7
5. 3 to 5 times	211	3.4
6. 6 to 10 times	170	2.8
7. 11 to 20 times	128	2.1
8. Over 20 times	232	3.8
9. Blank	69	1.1
TOTAL	6179	100.0

56. Please indicate your SEX.

1. Male	3747	60.6
2. Female	2405	38.9
3. Blank	27	0.4
TOTAL	6179	100.0

57. Please indicate your MARITAL STATUS.

	f	%f
1. Single	1333	21.6
2. Widowed, divorced, or separated	272	4.4
3. Married	4415	71.5
4. Member of an R.C. religious order	97	1.6
5. Blank	62	1.0
TOTAL	6179	100.0

58. Annual salary (before deductions) in effect in September.

	f	%f
1. Under \$2,000	6	0.1
2. \$2,000 to \$4,000	71	1.1

	f	%f
3. \$4,001 to \$6,000	726	11.7
4. \$6,001 to \$8,000	2382	38.5
5. \$8,001 to \$10,000	1364	22.1
6. \$10,001 to \$12,000	1417	22.9
7. \$12,001 to \$14,000	173	2.8
8. \$14,001 to \$16,000	11	0.2
9. Over \$16,000	0	0
10. Blank	29	0.5
TOTAL	6179	100.0

59. What is your AGE (nearest birthday)?

	f	%f
1. Under 21	27	0.4
2. 21 to 25	1254	20.3
3. 26 to 30	1478	23.9
4. 31 to 35	796	12.9
5. 36 to 40	579	9.4
6. 41 to 45	527	8.5
7. 46 to 55	825	13.4
8. 56 to 65	482	7.8
9. Over 65	33	0.5
10. Blank	178	2.9
TOTAL	6179	100.0

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